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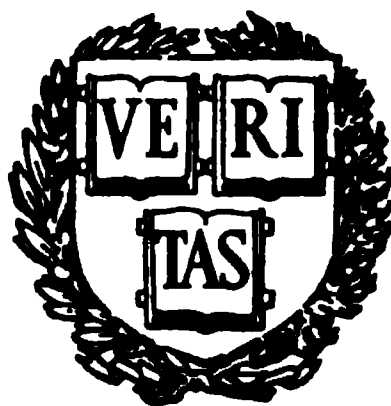
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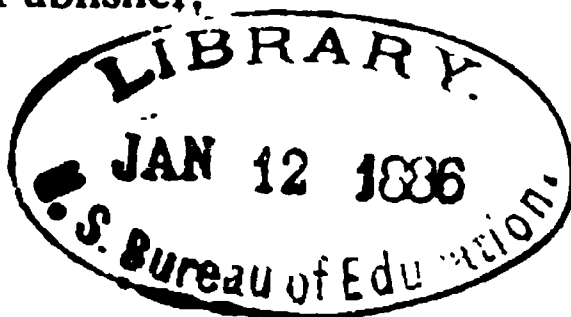
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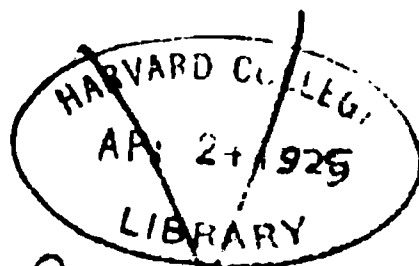
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Number 1.

HENRY JAMES, JR., ON AMERICA.

Prejudice is a weakness common to all. It is so easy to draw a conclusion from insufficient data, to form an opinion from a cursory glance at a subject, to allow our own personal interests, surroundings, and early training to bias us even when we are in search of truth. We have a striking illustration of this in politics. Two orators, both honest, may take the same facts and give them such colorings as to make opposite impressions. A speech that is pronounced a failure by one audience may be highly lauded by another. The intrinsic merit of the speech remains the same; the audiences view it from different standpoints. The same weakness is quite noticeable in the opinions travelers form of foreign countries. Englishmen and Americans have alike belittled each other from their first impressions which were entirely incorrect. Dickens was compelled to change his early opinions of America. In a recent work entitled "Through the Light Continent," an English traveler pays many compliments to American institutions, but at the same time shows that he really knows very little about the United States. For instance, he says that the distinguishing characteristic of Chicago is her cattle yards!

While we are, therefore, aware that prejudice is a universal weakness, we were not prepared for the glaring example of it manifested

by Henry James, Jr., in his review of Hawthorne's works. With a full knowledge of facts apparently, he scarcely finds anything good in America. Lord Macaulay entertained a high opinion of our institutions and, in a speech delivered more than thirty years ago, he commended New England for the stand she had taken on the subject of popular education and exhorted his countrymen to follow her example. John Bright and Thomas Hughes plainly entertain like opinions; and Wm. E. Gladstone, in his "Kin Beyond the Sea," commends certain features of our government so highly that his countrymen become a little nervous; but Henry James, an American by birth, finds scarcely anything really commendable in the whole land. On almost every hand, wherever he casts his eyes, he beholds nothing but sterility. With his literary criticisms, abounding in fine discriminations and many felicitous expressions, we have nothing to do; neither would we presume to defend America against his assaults.

Quotations from his work taken almost at random would be sufficient to show his prejudice and his toadyism, and we shall, therefore, be brief in our comments.

In speaking of the literary products of America he says:

"Three or four beautiful plants of trans-Atlantic growth are the sum of what the world usually recognizes, and in this modest nosegay the genius of Hawthorne is admitted to have the rarest and sweetest fragrance."

We meet with this statement at the very beginning of his essay. After he has called our attention to the utter barrenness of America in almost everything worthy of a pen of genius, we are really astonished at his concession that one "modest nosegay" can be found on this side of the Atlantic. But we must let him speak for himself on this point:

"The negative side of the spectacle on which Hawthorne looked out, in his contemplative saunterings and reveries, might, indeed, with a little ingenuity, be made almost ludicrous; one might enumerate the items of high civilization, as it exists in other countries, which are absent from the texture of American life, until it should become a wonder to know what was left. No state, in the European sense of the word, and indeed barely a specific national name. No sovereign, no court, no personal loyalty, no aristocracy, no church, no clergy, no army, no diplomatic service, no country gentlemen, no palaces, no castles, nor manors, nor old country-houses, nor parsonages, nor thatched cottages, nor ivied ruins, no cathedrals, nor abbeys, nor little Norman churches; no great universities nor public schools—no

Oxford, nor Eton, nor Harrow; no literature, no novels, no museums, no pictures, no political society, no sporting class—no Epsom nor Ascot! Some such list as that might be drawn up of the absent things in American life—especially in the American life of forty years ago, the effect of which, upon an English or a French imagination, would probably, as a general thing, be appalling. The natural remark, in the almost lurid light of such an indictment, would be that, if these things be left out, everything is left out. The American knows that a good deal remains; what it is that remains—that is his secret, his joke, as one may say. It would be cruel, in this terrible denudation, to deny him the consolation of his natural gift, that ‘American humor’ of which of late years we have heard so much.”

It is not necessary to discuss this catalogue of defects in detail. Some of these things we do lack, most happily too. It is true that we have no large standing army of which to boast, but history has shown that the American people are not wanting in martial spirit, when emergencies demand it. Even our friends across the waters have been reminded of that on two different occasions. The whole world, too, has recently delighted to honor an American whose fame was first won on the battlefield.

We do lack country gentlemen, and if England had fewer Ireland would groan less. But we have “no great universities nor public schools.” True we have no institutions of learning that can boast of so great an antiquity as our friends across the waters, but a casual glance at the subject would show that there is no such indifference on the subject as the statement would imply. Lord Macaulay could see merit where Henry James can only see negatives.

Mr. James seems to think that America is particularly wanting of those things that smack of antiquity. One quotation will illustrate this point:

“History, as yet, has left in the United States but so thin and impalpable a deposit that we very soon touch the hard substratum of nature; and nature herself, in the Western World, has the peculiarity of seeming rather crude and immature. The very air looks new and young; the light of the sun seems fresh and innocent, as if it knew as yet but few of the secrets of the world and none of the weariness of shining; the vegetation has the appearance of not having reached its majority. A large juvenility is stamped upon the face of things, and in the vividness of the present, the past, which died so young and had time to produce so little, attracts but scanty attention.”

This only shows that Mr. James has caught this mania for old things

which has become downright madness. This weakness is seen in a desire to worship old castles, palaces, ivied ruins, crockery, &c., and in covering magazines in the most outlandish garbs.

Mr. James gives Hawthorne high praise for his literary work. Indeed it could not be otherwise than an honor to assist in making the one modest "nosegay" that can be found on this side of the Atlantic. The wonder seems to be that a writer could produce anything worthy to be read in a land so barren of material. That Hawthorne should have produced some really fine specimens of literature under such circumstances is an evidence of his mighty genius.

We feel sorry for Mr. James when he comes to Hawthorne's smaller works, since the powers of criticism that burn within him have no opportunity of display. We quote:

"Hawthorne was an inveterate observer of small things, and he found a field for fancy among the most trivial accidents. There could be no better example of this happy faculty than the little paper entitled 'Night Sketches,' included among the *Twice-Told Tales*. This small dissertation is about nothing at all, and to call attention to it is almost to overrate its importance. This fact is equally true, indeed, of a great many of its companions, which give even the most appreciative critic a singular feeling of his own indiscretion—almost of his own cruelty. They are so light, so slight, so tenderly trivial, that simply to mention them is to put them in a false position. The author's claim for them is barely audible, even to the most acute listener. They are things to take or to leave—to enjoy, but not to talk about. Not to read them would be to do them an injustice (to read them is essentially to enjoy them), but to bring the machinery of criticism to bear upon them would be to do them a still greater wrong."

It would be wrong then for this giant to turn his machinery of criticism on Hawthorne's minor works. It would be a great waste of power and, what is worse, it would obliterate them entirely. It would be like using a large torpedo to blow up a musquito; like using a battering ram to knock down a mole hill; like using a hydrostatic press to lift a man's hat; like Polyphemus fighting with a pigmy or Jupiter banishing his enemies from Olympus. How fortunate for the literary world that this ponderous "machinery of criticism" was not turned upon Hawthorne's lighter effusions! It was kind and considerate in Mr. James. As it is, they still have an existence.

Since America has only produced one "nosegay," and the barrenness of the country renders it impossible for real literary success to be attained in this land, it would naturally follow that Americans cannot

appreciate good literature when they see it. Hear Mr. James on this point :

“American intellectual standards are vague, and Hawthorne’s countrymen are apt to hold the scales with a rather uncertain hand, and a somewhat agitated conscience.”

Mr. James does not neglect any opportunity for giving American institutions a thrust. Sometimes, of course, he is just in his criticisms. The spread-eagle oratory indulged in so freely by a class of Fourth of July speakers is condemned no more emphatically by any one than by our own sober countrymen. And while this is true, every one who takes any pride in his native land and is moved by any lofty principle of patriotism, naturally regards as sacred the day that gave our nation birth. Mr. James, however, an American by birth, can only speak of the day in this vein :

“He (Hawthorne) was born at Salem, Mass., on the 4th of July, 1804, and his birthday was the great American festival, the anniversary of the Declaration of National Independence. Hawthorne was in his disposition an unqualified and unflinching American ; he found occasion to give us the measure of the fact during the seven years that he spent in Europe towards the close of his life ; and this was no more than proper on the part of a man who had enjoyed the honor of coming into the world on the day on which of all in the year the great Republic enjoys her acutest fit of self-consciousness.”

■ He next gives his opinion of Americans in the following paragraph :

“It is, I think, an indisputable fact that Americans are, as Americans, the most self-conscious people in the world, and the most addicted to the belief that the other nations of the earth are in a conspiracy to undervalue them. They are conscious of being the youngest of the great nations, of not being of the European family, of being placed on the circumference of the circle of civilization rather than at the center, of the experimental element not having as yet entirely dropped out of their great political undertaking. The sense of this relatively, in a word, replaces that quiet and comfortable sense of the absolute in the world, which reigns supreme in the British and Gallic genius.”

Scott would no longer write :

“Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land ?
Whose heart hath ne’er within him burned,
As home his footsteps he hath turned,
From wandering on a foreign strand ?”

Such a man has apparently been found.

Mr. James shows how thoroughly he is an aristocratic Englishman by incidentally condemning Americans for not exhibiting the least possible spirit of caste. Hear him on this point :

“Thoroughly American in all his ways, he was in none more so than in the vagueness of his sense of social distinctions and his readiness to forget them if a moral or intellectual sensation were to be gained by it. He liked to fraternize with plain people, to take them on their own terms, and put himself, if possible, into their shoes.”

Mr. James very plainly has no such vagueness in regard to social distinctions.

These quotations give the tone of the book so far as his treatment of America is concerned. Throughout the entire volume he seems, in his own estimation, to occupy a lofty pinnacle, and he constantly carries the impression that some grander and better country was necessary to contain the superior qualities of his transcendent genius. His thrusts at some American weaknesses are proper enough, but the spirit of snobbery manifested throughout the whole book is exceedingly distasteful.

Some recent critics place Mr. James at the head of the “New School of American Novelists.” Whatever may be said in behalf of his books—and he is certainly a vigorous writer—he is in no sense an American writer, and his works do not fairly represent American literature. He is American only in the sense that he was so unfortunate as to be born on this side of the Atlantic.

W. W. G.

Marion, Iowa.

TEACHERS' INSTITUTES.

The substance of a paper read before the Central Ohio Teachers' Association,
by J. W. MACKINNON.

The statutes of Ohio authorize the establishment of an institute in every county of the State for the improvement of the teachers. This is a virtual declaration on the part of the State that teachers must improve themselves if they would improve their work. Our success in school work depends upon our own advancement. Gibbon says, “All that is human must retrograde if it do not advance.” The teacher is very much human, and must make progress in his work if he would be successful. No true teacher is ever fully satisfied with present attainments. He is ever looking about for higher knowledge and better methods. Whenever a teacher begins to feel that he has no need for

any further improvement—that he has no use for good educational publications, and that teachers' associations and institutes are of no advantage to him, it is evident that his days of usefulness in the school-room are numbered.

The School Commissioner's last report shows that the fund for the support of teachers' institutes for the year 1881, was over \$21,000, and that institutes were held in all but three of the counties of the State, at an expense of nearly \$19,000. A good degree of interest and enthusiasm characterized the great majority of these gatherings. An attendance of more than ten thousand teachers is reported. The amount of good done by these annual meetings all over the State cannot be estimated. Probably no other plan of instruction could be adopted which would furnish an equal opportunity for improvement to so large a number. The direct instruction imparted is not the only, perhaps not the chief, advantage which the institute affords. The opportunity for interchange of opinion and experience, and the inspiring of associated numbers are oftentimes more valuable to the teachers and their schools than all the formal instruction.

But the impression prevails among teachers to a considerable extent that these institutes are often less efficient for good than they might be—that, owing to defective management and want of interest on the part of those who should be most interested, they do not completely fulfill their mission ; and this impression is not without foundation.

One defect is the shortness of the sessions. From the Commissioner's report already referred to, we learn that but nine counties out of the eighty-eight held sessions of more than two weeks duration, and that fifty-three counties held sessions of one week or less. The first day of the session is usually consumed in organizing, arranging a program, and making a start, the attendance on this day, as a rule, being very small. By the end of the second day the attendance has increased and the institute is in working order. Then come two good working days followed by the closing day, a part of which is devoted to the election of officers, the passage of resolutions, and the transaction of miscellaneous business. And when we take into account the fact that a considerable portion of the reported enrollment consists of visiting members who attend but a day or two, in some cases but half a day, the results do not in all cases seem commensurate with the expenditure.

Again, it is to be doubted whether the instruction given in these institutes is always of that practical character which is most beneficial to the teachers who most need the instruction. In the majority of cases,

the instructors employed are practical teachers of ability and high standing in their calling. The work they do is superior, and the earnestness with which they do it is highly commendable ; but it is to be feared that it is not generally adapted to the school-room needs of the teachers. Too much time is occupied with lectures which deal in vague generalities rather than practical working models for the school room. Occasionally we find an instructor who has a pet hobby he likes to ride, and he spends too much time in showing the teachers how well he can ride it, and that regardless of whether it is a hobby that any of them could learn to ride to advantage. The kindergarten system is one of these hobbies—a very good thing in its place, but not of such present practical value to the average common school teacher as to justify the prominence sometimes given to it in institutes. Teachers generally go away from institutes in which a large share of the time is taken up with these special subjects with a feeling of disappointment. Their desire for help in their work has not been satisfied.

Able and eloquent instructors who occupy the time in lecturing may make the institute entertaining, but there should be a higher aim than entertainment.

On the part of those in attendance, there is often a want of active participation in the exercises. Diffidence and indifference combine to make the teachers mere passive listeners when they should be active workers. And it is this which often compels the instructors to resort to lecturing when they would prefer to do otherwise.

The needs of our institutes, then, may be summed up as follows :

I. Longer sessions and more prompt and regular attendance of the teachers.

II. On the part of the instructors, fewer formal lectures and more good thorough teaching.

III. On the part of those in attendance, more active and hearty participation in the exercises.

More than two thousand years ago, Ptolemy received instruction in mathematics from Euclid. He asked his teacher whether there was not some method of learning geometry less laborious than the one he was pursuing, and received the reply, "There is no royal road to Geometry." So it is to-day. There is no short cut, no easy way. There is no royal road to success in teaching unless you grade it for yourself—unless you make it royal by your own kingly effort. "There is no patent process by which teachers may learn. There is but one way. They must bend to it just as their pupils must. If they would prepare to teach, they must be willing to learn. They need

knowledge, heart, and skill. No one, no two of these will suffice. The three must combine." The most profound knowledge and the greatest heart power without the skill to apply and use these acquirements will never give success. "These three—knowledge, heart, and skill—constitute the teacher's trinity of qualification." And in all the course of his preparation, and in the performance of his work, the teacher will find that the real work must be by himself, if the fruits are to be found in himself.

HISTORY.

HOW IT IS TAUGHT IN THE SCHOOLS OF FREMONT, OHIO.

In harmony with the thought that all teaching of history is a comparative failure that does not induce much of reading beyond the necessarily skeletonized school text-book, however high the per cents may be that are secured in such text-book, we have adopted this year the following plan to induce this more extensive reading, which we publish for the benefit of any who may choose to give the plan a trial. General History runs through the first year of our High school, Ancient History taking up the first part of the year.

Pupils are credited with 10 per cent. for every one of Plutarch's Lives that they may read exceeding 20 pages in length; a corresponding per cent. for any biography of ancient distinguished men by the Abbots or any other authors; 10 per cent. for every sketch of these lives, of at least four pages, made by the pupil; 5 per cent. for Shakespeare's Coriolanus, Julius Cæsar or Mark Antony; 5 per cent. for any one of Creasy's Decisive Battles, occurring within the period studied in their school lessons; 10 per cent. for every historical fiction read bearing upon that period, such as the Last Days of Pompeii, The Victor Vanquished, Hypatia, etc.; 10 per cent. for every one hundred pages read in any other history of Greece or Rome or the period studied, such as Miss Yonge's, Arnold's, Merivale's, Mommsen's Rome, Herodotus, etc., books which we seek to have placed at command of pupils. If the pupil shall secure 100 per cent. by his reading in two months, 50 per cent. of which must consist in sketches, he is excused from his bi-monthly written examination in history and receives his half holiday whilst the other members of the class are examined.

A record is kept of whatever per cent. the pupil earns, and if he does not read enough to avoid the examination, and should fail to

reach the required standard in his examination, whatever he has earned by reading will be credited to him to enable him to pass. An oral examination is given the whole class.

The result was that about three fourths of the class at the end of our first two months' trial were excused from a written examination, many of them having read 20 of Plutarch's Lives with corresponding sketches, etc.

A similar course has been pursued in the grammar grades with U. S. History, 15 per cent being allowed for any biography read bearing upon American history from Columbus to the present time, 20 per cent. being allowed for sketches, two of which are required, with specified allowances for historical fiction, poems, etc.

We are sanguine from present results that the plan will prove a success.

The only limit is the ability of the pupils to obtain books. It will tax the public and the private library.

Occasional appropriations by Boards of Education for books of this class for the school library should be made.

The details can be modified by any teacher or superintendent, in accordance with his judgment. R.

HOW AMERICAN HISTORY SHOULD BE TAUGHT.

The following brief papers were written at the request of Superintendent Hinsdale and read by him in the course of his discussion of "American History in the Public Schools," before the North-eastern Ohio Teachers' Association. The first is by Miss A. S. Hutchinson, of the Sterling Grammar School, the other is by Miss Ellen G. Revelley, Principal of the Cleveland Normal School:

The best way to teach history is first to awaken in the child an interest in and if possible a love for it. This cannot be done by memorizing a certain number of paragraphs or pages per day. This method is simply drudgery for the majority and only creates a dislike for the subject. If taken as a reading lesson—not for the purpose of teaching reading—the important points may be brought out by the teacher and discussed in class.

These points are linked together by so much that is unimportant and unnecessary for the child to remember and children are unable to separate the wheat from the chaff.

Keep up a constant review by questioning on what has been read some time before. Carefully notice the sequence of cause and effect.

Far back in the history of our country were sown seeds which after many years brought forth fruit. It is very interesting to trace the growth of these seeds. Frequent reference to the maps is very helpful in teaching the early settlement of our country by the different nations, also the acquisition of territory and the movements in the various wars.

The success in teaching history simply by reading it depends largely on the degree of interest awakened in the class. A live teacher with heart and head full of the subject is an important element in the work. The best has been done for the pupil, if the spirit of inquiry has been roused, which will lead him to read and study for himself in this great field of knowledge to which there is no limit.

When a child is old enough to know a forest when he sees one, or to notice the building of a house, the condition of this country and the kind of people that lived here before it was discovered by Europeans may be described to him. The fact should be emphasized that there were no roads nor railroads, no steamboats, no mail-carriers, no books nor newspapers. He may be taught the salient points in the history of his own town and the origin of its name. After he has learned the geography of the locality in which he lives, the shape of the earth, that there are countries on the opposite side of the earth, and that a great body of water separates these countries from his own, he may be shown on a globe or a map of the world, the country named England—its people called English. He may next be told about the settlement of Virginia, when, where, by whom; origin of name of Jamestown; that Virginia was a much larger country than now. He should also be taught about its climate, the raising of tobacco, the bringing of Africans for slaves in 1619. At this point the history of the settlement of Plymouth may be told—that its settlers were English also, and other points, as in the history of Virginia, Mrs. Heman's Landing of the Pilgrims may be committed to memory by the pupils. The pupils may learn that the Pilgrims suffered for food and the cause for the first Thanksgiving. Read Miss Preston's Poem, the First Thanksgiving, which may be used as a language lesson for the children. Lead to the settlement of other colonies by telling that other Englishmen came over, and some went from Virginia and Massachusetts, and formed at last thirteen colonies. Give their names, in the order in which they were settled, but omit dates. Lead to the story of the Revolution. Describe the dress of the English soldiers. Read Paul Revere's Ride as a basis for language work. Tell simply the cause of the war, and explain why we celebrate the Fourth of July. Read the poem of "Independence Bell." This might complete the first year's

work in History: In general, as the child gains more geographical knowledge, let his history work follow. We should be careful to connect with America every country whose history touches our own. When he learns about Spain, he may also learn the history of the Spanish settlements in North America. After he has learned about France and the French settlements in this country, he may be told how the French were driven out, or the history of the French and Indian war. By the fifth year of school, he may learn how the Spanish were driven out, how Mexico became independent and the history of the Mexican war. In this year the geography work is confined chiefly to the United States. Lead him to trace the former presence of the French and Spanish by the geographical names. Teach him how one State after another was added to the Union, what States furnished Presidents of the United States, who they were, and the leading point in the leading administrations. The progress our country has made should be kept prominent. The pupil should know when and where the first steamboat was employed, the first railroad built, the first printing press set up, the first telegraph line used. Interesting incidents should be given concerning the development of our natural resources: the story of the cultivation of rice in South Carolina, finding coal in Pennsylvania, and gold in California. In the fourth year of school, Butterworth's or Higginson's history may be read to the pupil, or by him; in the fifth year, Dicken's History of England. A list of historical works that may be found in the public library should be kept on the blackboard and the pupil encouraged to keep his own list. Every opportunity should be used to call attention to historical allusions in the reader, and historical poems should be taught. In the sixth year, Miss Brooke's History of France may be recommended. Sketches may be written occasionally of prominent men. Lessons may be given on the flag and the seal of the United States. Especial attention may be paid to the history of the establishment of schools and colleges. When the pupil is given the history as a text book, a foundation has already been laid in the interest created, the knowledge gained, the intellectual activity aroused. As a means of careful, thorough study, the pupil may be required to make his own maps, and colored crayons may be used with advantage to appeal to the eye, and aid the memory. By judicious and enthusiastic endeavor on the part of the teacher, a class thus prepared for history work will find no recitation more interesting. All research will be a delight to the pupil. The question of suitable reading has been solved. A taste has been acquired for real stories and elevating poetry; and a love of country has been kindled that will produce an American youth with a country.

LANGUAGE LESSONS.*BY W. R. COMINGS AND H. C. KNOX.—*Concluded.*

In concluding this series of articles, we would suggest to the inexperienced teacher, that as much or more depends upon the perseverance and enthusiasm of the teacher, and upon her ability to get the pupils to work, than upon the topics taken up, or the methods pursued. It is not wise to follow too strictly the course laid down by any author. Adapt the work to the pupils and keep them busy.

At times in the work lists of words synonymous in some meanings, but differing in others, should be given with the requirement that the words be used in sentences which will show the meanings they have in common, and in sentences which will show a discrimination between the different meanings. Examples: clear and distinct, two and a couple, in and into, instruction and education, custom and habit, temperance and abstinence, knowledge and learning, many and much, bring and fetch, idleness and laziness. Also require them to use correctly words that are improperly used as synonymous; as, teach and learn, mistaken and misinformed, depot and station, transpire and happen, give and donate, and advertise and publish.

The characteristics of poetry should be pointed out,—the rhyme, the meter, the figurative language, the transposed order of words, and the more imaginative way of treating subjects. Compare with rhymes, or mere jingles of words, and with prose. Show how prose is poetry sometimes, except in the arrangement of words. Compare the styles of different authors, as to smoothness, conciseness and looseness; as to which is most figurative, simple, plain, grand, lofty, &c., &c. This can be done with the common reading book. Study the thought in a selection until every member of the class can write it out in his own language. This work has a practical value in teaching pupils to read well. They learn by it how to express the thought of the author.

The history work usually done in these grades, will aid greatly in language work, as it affords many topics for written work. The particular advantage of history work to many pupils is that it furnishes the ideas, and thus leaves to the pupil no excuse for not knowing what to write; moreover that part of history which has been written out is sure to be retained longest in the memory.

The practice of memorizing choice selections of English literature is

*The most of the exercises given here are from "Lessons in Language and Composition," copyrighted by W. R. Comings and H. C. Knox. All rights reserved.

so common, and the value of the work so generally recognized that no time need here be taken with it.

Teachers can find few ways of benefitting their schools more, than by the collection of a library of young folks' histories, interesting books on animals and nature generally. If this can be done, it will put the pupils in the way of doing a great amount of work independent of the personal direction of the teacher. For he can then create a necessity for information and trust the pupil to obtain it from the sources open to him. The old maxim is a good one, "Never tell a child what he can find out for himself," only be sure he finds out.

We believe that pupils trained through a course of work in primary and grammar schools will have learned to think, to view a topic in its different phases, and that thereafter in High school work they can take up individual work in essay writing with good results. At least a suggestion of what the subject selected by a pupil includes will be sufficient. To illustrate this, the following are added :

1. Whispers of a Sea-shell.

By which it relates where it has lived, tells of its associates, and how finally thrown upon the beach, picked up, etc.

2. Ride on an Iceberg.

What led to it? Where was it? Saw what? How relieved? Learned what?

3. Cobwebs.

Where found? Indicate what? How destroyed? Cobwebbed brains. How indicated? Remedy.

4. Nature's Free Music.

Insects. Rustle of leaves. Rain. Wind. Water-fall. Brooks, etc.

5. The Dress is not the Man.

Why? What does it indicate? What does show the man? Examples.

6. Measure of the Man.

Is it wealth? culture? morality? intellect? position? reputation? How many and which of these should be tests?

7. Gossiping.

By whom? About what? Usual motive. Good it does. Harm. Is it elevating? Reasons.

8. Kites.

Children's toys. Usual end is what? Chinese kites. Franklin's kite. Its value to the world. Other kites (speculative) and the men who fly them. Where the wrecks may be found.

9. Labor.

Define. Mental labor produces what? Physical labor produces what? Are they combined? What forces of nature do they employ?

THE POWER OF HOME.

The great hope of a nation is centred in its homes. They are wonderful in their forming and their restraining power, if they are what they should be. But, alas for us! if we fail to make them mighty forces to withstand corruption and drive back the tide of evil. If we are to have honest men in our halls of legislation, men to whom principle is more than party, and honor more than the spoils of office, the fathers and mothers have a work to do at home. If we would stay the tide of intemperance, there are the best opportunities to work around our own fireside, among our own children, for lessons early learned and longest remembered.

It is pitiful to think how many children grow up in unloving homes, where harsh words and bitter fault-finding are the rule, and gentle, kindly tones the exception.

Weary mothers, well-meaning, doubtless, but "encumbered with much serving," speak many bitter words to those around them; fathers, absorbed in business, take little time to amuse and instruct their children, while merry, cheerful laughter is too often hushed with harsh, impatient words—words that may yield an awful harvest by-and-by.

If we could see the great aggregate of misery and sin directly traceable to unhappy homes, I think we would let the unkind word more often remain unsaid. What if the little feet leave a track upon the clean floor, and little hands drop mittens or stemless flowers on the carpet sometimes, it scarcely calls for the bitter words mothers so often use. If a husband forgets an errand at the village store, he may be as likely to remember it another time, if gently reminded, as when harshly reproached with "never remembering anything!"

Too many times the first lessons in deceit and falsehood are learned at the mother's side; fathers by their practice, teach their boys to give scant weight and short measure.

I knew a mother who opened her door to receive some unwelcome visitors one day, telling them she was so glad to see them, when her little daughter of five spoke up in utter astonishment: "Why, mother, you said you did hope they were not coming here!" We may think that if we teach them the decalogue, it is enough, but our children will

be very likely to pay more attention to our practice than to our precepts; and "if father or mother does so, we can."

We have each of us our work to do, parent and child, and are mutually responsible for the condition of our home. Do we do our part toward making it the pleasantest spot on earth? If we do our duty faithfully, God will help us; if not, "sin lieth at the door."

Fathers and sons are too often driven away from the homes, that should be most sacred and most dear, to the bar-room, where intoxicated drinks and vulgar stories are all too common. Wives and daughters grow sad and heart broken, and go mad sometimes, because fathers and husbands forget to bring sunshine home with them. Let me give you a little sketch of my ideal home.

It is full of comforts, though it may be bare of luxuries. Whether it rains or shines, indoors there is warmth and brightness. If a father has cares, he does his best to forget them, that they may not darken other hearts. The mother has worries, but is not anxious to prove herself a martyr, so lovingly and cheerfully she casts her burden on Him who is able to bear it, and makes home bright and shining. Seeing father and mother wise and cheery, the children will early learn to do their part; when trouble comes, as to all it must, it loses half its weight if met and borne together. There is, at least, one pleasant room, with some of the many little things that make home pleasant—a few pictures (and many, if possible), that early the young may learn to love beauty, and the older ones may rest their tired eyes upon them when life grows dreary, as even here it sometimes may. It shall be a home good enough for visitors, but not too good for "our own" and never by any chance so elegant that sunshine, home-light, and our family are shut out.

Let us make our homes places of rest and peace, of purity and good cheer; schools where all that is noble and pure is taught; and, above all, types of that other home, where enters nothing that maketh a lie.
—*Sunday Magazine.*

A METHOD OF TEACHING SPELLING.

The following method of teaching spelling is given by Chas. W. Cole, superintendent of the schools of Albany, N. Y., in his last Annual Report. He says concerning it, "The underlying thought is, that by accustoming the pupil to look closely at every new word as a unit, an exact image of the whole word is fastened in the memory,

which will enable him to reproduce a correct copy thereof at will, with greater ease than he possibly could by conning and repeating the successive letters."

1. The ten or twelve words of the daily lesson in the speller, and the more difficult words from the portion of the reading lesson which is assigned as a spelling exercise, were first written upon the black-board by the teacher.

2. The scholars' attention was then called to the form of the word as a whole, sufficient time being given to permit the formation of a mind picture of the word in its entirety; then any peculiarities of spelling, or any elements which might mislead through similarity of sound when the word is spoken, were pointed out.

3. The word was next accurately defined, both by a carefully worded definition, and by actual use in a sentence. Both of these things were done by the scholars if they were capable, or by reference to a dictionary if there was time. In many cases, however, the teacher was compelled both to define and give the proper use of the word in the sentence.

4. Any synonyms or homonyms which appeared in or were suggested by the list of words were then explained. In each case the distinctions were illustrated by the use of the words distinguished in sentences, by the pupils, if they were able, if not, by the teacher. When these steps had been completed, the lesson was really acquired without further study; although a few pupils at first required some further preparation.

5. The words were then erased, and at the next spelling exercise sentences were dictated, in which the words previously studied were incorporated. A paragraph from the reading lesson was also dictated. Correct punctuation and the proper use of capitals were required.

6. The work was then corrected by exchange of slates, or by the teacher, in spare moments, as deemed best. If, by exchange of slates, the teacher read the sentences and the paragraph aloud, pronouncing the capitals and punctuation marks as they occurred, each scholar noting the errors on the slate he held.

A noticeable feature of this plan is the constant co-operation of pupils and teacher in the preparation of the lesson. Nothing can create a livelier interest among scholars or give them greater zest in their work, than realizing that they and their teacher are working together for a common end.

Perhaps the strongest encomium that could be passed upon this plan was the remark made by a girl to her teacher, after it had been

in operation a few days. "Why," said she, "if we study spelling in this way we will never miss!"

The plan worked so well, that after a few weeks' experience, the teacher and the class were invited to give a model lesson before a large number of teachers. The lesson was admirably given, and called forth expressions of the highest commendation.

The teacher first using the method above described, says she would not return to her former usage upon any consideration. It is thought that this plan of teaching spelling will be very generally used in the higher grades during the coming year.

The plan is not claimed as a discovery, nor as embracing any new ideas. It is at the best only a new combination of old elements, familiar to all successful and experienced teachers. The details are given here for the benefit of any teachers who wish to avail themselves of its advantages. ●

READING.

The prevalent conception of reading suitable for children half a century ago was embodied in the New England Primer. After wasting weary months in learning the alphabet, the child was forced by a painful process along the a, b, ab card, the b, a, d, bad card, and half a dozen others equally bad, to calling the words: "In Adam's fall we sinned all," etc., in set form, and in close imitation of the emphasis and accent of the teacher; after which a vain attempt to teach mechanical word pronouncing, overshadowed instruction in reading in most schools and families.

To-day, the best educators teach that pupils cannot read until they have mentally grasped the thought. Then, if reading aloud, they talk naturally, as upon any subject which they fully understand. The chief purpose of reading is to open to the child the ability to get out the thoughts of others from the printed pages used to express them.

When the child learns to unlock the meaning of words, he can get out, for himself, from the printed pages the results of the thoughts of the wisest and best minds. Children who have plenty of good reading matter at home learn to read well because there is a normal relation between the mental ability of the child and the reading furnished him.

To meet the constantly increasing demand for home reading, publishers have issued thousands of volumes designed to instruct as well as to interest children. In no department of literature has there been

so marked an improvement for the past two decades as in the preparation of this class of books. The wise parent or teacher encourages the young people under his charge to read such works as "Young Folks' Heroes of History," "True Stories from History," "The Boys of '76," "Norse Stories," "The Boys of '61," "Paul and Persis," followed by "Young Folks' History of the United States," and Dickens's "Child's History of England." The reader is not only instructed, charmed and interested, but is becoming accustomed to an elegant style of composition, by which the child is unconsciously led to mould his own thoughts and expressions in purer and better English.

Again, such books as "A Trip from Boston to the Land of the Midnight Sun," "Cast Away in the Cold," "Our Boys in India," "Zigzag Journeys," "Young Americans in Japan," "Camps in the Caribbees," when properly read, afford children a knowledge of the geography of countries from the Poles to the Equator, furnishing himself a fund of information respecting different countries which renders the future study of technical geography a pleasure, since it calls to mind, and fixes in the memory, facts concerning places with which previous reading has already made the pupil familiar.

A little later, "My Winter on the Nile," "A Summer in the Azores," Headley's "Empress Josephine," "Brassey's Life and Labors," "Over the Ocean," and "Abroad Again," afford abundant material for many a pleasant and profitable hour. "The Leaflets," selected by Miss Hodgson, present the choicest thoughts of many of the best authors of both poetry and prose, and cultivate a healthful taste for reading and studying the finest specimens of English literature. Stories of healthful, honest, strong lives, as "How Marjory Helped," "Faith Gartney's Girlhood," "John Halifax," although works of fiction, picture noble character so finely that their influence cannot fail to improve and elevate.

From the vast field of literature, one may select books suited to the age, proficiency, and taste of any reader. It remains for teachers and parents to furnish such books for the children under their care, as shall afford pleasure, information and instruction. Careful attention to this matter, coupled with judicious questioning as to what has been read each day, has an effect upon the mental and moral growth of the child, which cannot be estimated save by one who has watched the development of youthful minds while pursuing a well directed course of systematic reading.—*Good Times.*

To those who have not the good fortune to be thoroughly disciplined

by a course of study, it is a question of no small consequence to decide what to read, especially if one's time is limited in this matter, and one feels obliged to make the most of the minutes. Although the case in this regard, born of necessity, might be the very best course for all to pursue, still, those who fully realize it through the iron grip of necessity, will probably be the only persons to profit by it. "Have you read such a book?" I said to a friend of culture and remarkable conversational powers. "Oh, no; I find no time for any reading save the Bible and Shakespeare." I did not know the wisdom of her course at the time, but surely if one can draw from the fountain head, why linger beside the rills and springs adown the stream? Having the nectar and ambrosia of the gods, feeding among the lilies, why strive to derive nourishment from the barren hedgeway, or the dusty roadside? "Self Culture," by John Stuart Blackie, professor of Greek in the university of Edinburgh, is one of the most admirable of guides in this matter. It is, itself, rich nourishment for a hungry soul. And the instruction given, and helps suggested, are worthy the closest attention of every person who desires to make the most of himself in this life, and be capable of the highest enjoyment in that which is to come. It is a treasure of good things, as satisfying to the heart and intellect as food to the perishing. Reading is the food by which our hearts and minds attain to their full growth and highest endeavor. Let it be of the best.—*P. W. F. in the Interior.*

MEMORY.

The law of a good recollection is the following: *The power of recollection is increased by exercise.*

The following conditions are to be observed as supplementary to the law of exercise:

- (1.) Make the acquisitions under proper conditions of place, time, and physical and mental states.
- (2.) Preserve the health of the body and the vigor of the mind.
- (3.) Give attention to the original acquisitions.
- (4.) Secure clearness of cognition and interest in the object.
- (5.) Ascertain relations and classify.
- (6.) Associate the object with other things.
- (7.) Repeat the cognitions and recollections.
- (8.) Make frequent and truthful communications.

An application of the above law and conditions will greatly strengthen the power of recollection.

The degrees of forgetfulness are the following :

- (1.) When the displacement is momentary.
- (2.) When the withdrawal of attention is voluntary.
- (3.) When the recollection requires an effort.
- (4.) When we cannot, at present, recall.
- (5.) When repeated efforts to recall have failed.
- (6.) When we have abandoned all effort to recall.

It is not, however, to be inferred that the recollection of any past acquisition is impossible; for it may recur unexpectedly; but we should remember that we cannot recall what we never knew. We should, therefore make the original acquisitions clear and complete.

Examples of great memory are abundant, and but few need be mentioned.

It is said that Hippias, on hearing five hundred words, could repeat them in their exact order; that Seneca could repeat two thousand names in the order given; that Cyrus and Hannibal knew the names of all the soldiers in their respective armies; and that Themistocles knew the name of every citizen of Athens.

Muretus mentions a Corsican to whom he dictated words—Latin, Greek, barbarous, significant, and non-significant, disjointed and connected,—until he worried not only himself, but the young man who wrote them down and the spectators. The Corsican was the only one of the whole company who was alert and fresh, and he continually asked Muretus for more words. After Muretus ceased to give more words, the Corsican began and repeated all the words in the same order without the slightest hesitation. Then, commencing at the last, he repeated them backward till he came to the first. Then again, he repeated the first, third, fifth, and so on; and he repeated them in any order desired, without the smallest error.

Paschal, Scaliger, Leibnitz, Euler and Hamilton are examples illustrating the fact that great memory may accompany great powers of mind in other respects. The memory and the judgment are, in fact, friendly faculties, and either is ready to assist the other.

Hamilton says of Scaliger: "The retentive faculty of that man is surely not to be despised, who was able to commit to memory Homer in twenty-one days, and the whole of the Greek poets in three months; and who, taking him all in all, was the most learned man the world has ever seen. * * During his life-time, he was hailed as the Dicta-

tor of the Republic of Letters, and posterity has ratified the decision of his contemporaries, in crowning him as the prince of philologists and critics."—*Schuyler's Psychology*.

THE TRANSIT OF VENUS.

The event of the week in the scientific world has been the transit of Venus across the sun's disc. These transits occur in pairs about eight years apart, the successive pairs being separated by intervals of more than a century. The last transit prior to that of 1874 was in 1761, an interval of 113 years, while the next occurs in 2004. The first transit predicted was that of 1631, foretold by Kepler, but not seen, owing to inaccurate calculations. The first one observed was that of 1639, predicted by Horrox. Up to 1677, however, when Halley while observing a transit of Mercury, discovered their importance as a means of measuring the sun's distance, transits of Venus were regarded merely as astronomical curiosities. Those of 1761 and 1769 were extensively observed, but the results were unimportant. Calculations based upon that of the latter year fixed the earth's distance from the sun at about 95,000,000 miles, a distance now known to be too great. The results of the observations in 1874, which were very numerous and complete, have not yet been made public. Since the invention of the telescope, the transit has been viewed but four times. The portions of the earth from which the transit of last week was observable included England, Western Europe and Africa, the American continent and the larger part of the Pacific Ocean. The American continent afforded the best view of the whole transit, although the line of observation covered by the various scientific parties in the field traversed nearly three-quarters of the earth's diameter. The value of the transit consists in the opportunity it affords to measure more accurately the angle which the semi-diameter of the earth subtends as seen from the sun, known as the solar parallax. As this solar parallax is the tape-line used to measure the distance of all heavenly bodies, its importance will readily be seen. It is now computed to be between 8.75 seconds and 8.85 seconds, leaving a doubt of only one-tenth of a second. Yet this one-tenth of a second in the measurement of the sun's distance, changes the result by 1,000,000 miles. The distance by previous computations is said to be about 92,800,000 miles. In the solution of the problem of the parallax the points of contact are the chief objects of astronomical observation. The first exterior contact, or point where the planet first touched the sun's disc exteriorly, for example,

occurred in the transit of last week at 8:13 A. M.; the first interior contact at 8:26 A. M., and the two last contacts at 1:57 P. M. and 2:18 P. M. respectively. From the observations of these points of contact at the various stations, noting the time when the planet first touches and finally leaves the sun's disc, the rate of the motion of the shadow is obtained, and from this is estimated the distance sought. Interest in the transit, however, lies more in the rarity of the opportunity for observation presented than in the perfect accuracy of the result obtainable. Still, it is expected that the margin for error can be brought within 250,000 miles, or a little more than the moon's distance from the earth. American and European scientists differ as to the value of photography in these observations, the former claiming it to be a success, and the latter a failure. At the recent transit the photographic process was largely employed. Sensitive gelatine plates were used.—*The Interior.*

MOSAICS.

“A man who is unable to see more than one side of a question, is in danger of becoming a fanatic or a fool, and there is not much to choose between them.” “Some teachers are so painfully grammatical that you can almost hear the creaking of a grammar machine in them. The conversation of such people is about as graceful as the gait of a man with a wooden leg.”—*Angell.*

“We shall never learn to feel and respect our real calling and destiny unless we have taught ourselves to consider everything as moonshine compared with the education of the heart.”—*Walter Scott.*

The boy Alcibiades to Aspasia: “I like very well to be told what to do by those who are fond of me ; but never to be told what not to do. Because when they tell me what to do they give me an opportunity of pleasing them ; but when they tell me what not to do, it is a sign that I have displeased, or am likely to displease them.”—*Landor.*

“No perfection is durable. Encrease hath a time, and decay likewise, but all perfit ripenesse remaineth but a moment, as is plainly seen in fruits, plummes and cherries. For what naturallie can go no hier, must naturallie yeld and stoupe again.”

“We seek such one in our school to follow, who is able always, to teach plainlie, to delite pleasantlie, and to carry away by force of wise talk all that shall heare or reade him.”

“Proper and apte words, plaine and sensible utterance; in which two points standeth perfite eloquence, one of the fairest and rarest giftes that God doth geve to man.”—*Ascham*.

THE TEACHER'S INFLUENCE.

BY. G. H. BURNETT.

Every mind, in a greater or less degree, influences or is influenced by other minds. The mingling of individuals together and the different relations which ensue on this account must put those of greater strength in places of superiority; the weaker give way to the stronger. By personal contact with one another the opinions, wishes, or sentiments of one person affect others in such a way as to have a bearing on their lives and conduct. A single individual may possess in a remarkable degree this power of influencing others, which is mainly inherent but may to a certain extent be acquired. It is known under various names; by some it is called “will-power;” by others “magnetic influence;” by others “force of character.” By whatever name it is called it is always *power*.

Instances can be recalled by almost any person who is at all observant of human nature. An incident which came under the writer's notice well illustrates this point. In a small town a religious meeting conducted by young men on Sunday evenings was frequently interrupted by a number of boys, who took a special delight in whistling, groaning, and stamping during the service. This always occurred when a certain gentleman was absent. If he was present no sooner would the noise begin than he would rise from his place, walk down and seat himself in the very midst of the boys. He would never speak to them a single word but his presence had such power that they remained perfectly quiet. It seemed as if they were seized by a magic spell and the greatest confusion was turned into stillness. Probably not another individual in the meeting could have done the same thing.

Now what was the secret of this man's power? It was not his physical strength, for others apparently as muscular as himself would have been hooted at. It was not his personal appearance, for there was nothing extraordinary in it. It was that indefinable something which certain persons possess and which constrains us whenever we are near them to acknowledge them as our superiors. The teacher above all others should possess this power. Many teachers fail on this

very point. There is nothing natural to them which commands the respect of others. They cannot gain and hold the respect of pupils and soon leave their profession in disgust. They may maintain order by a forced submission solely on account of their physical strength but they do not influence the lives of those entrusted to their charge.

We meet some persons and mingle with them it may be for years, but they never by their words or actions influence us in the slightest degree; with others again our contact may be only in the form of a conversation of a few hours' duration, yet they have given our thoughts such an impetus that we remember them for years. Our relations with others may tend to elevate our thoughts and feelings, to lift us, as it were, to a higher plane ; or they may tend to drag us down, to degrade and pollute us. They may fill us with longings for the true and the good, the ideal of beauty ; or they may lower us in the depths of despair and destroy in us every feeling of strong endeavor.

It is mainly by the powers of mind and intellect that one person controls and sways the minds of others. That a teacher does, by his personal force, influence his pupils is granted by all. Long after his voice is silent his opinions will color the lives of those with whom he may have mingled. They in their turn will influence others, so who can estimate the power of a strong-willed man ? What is communicated thus unconsciously will remain long after the knowledge gained by books is lost. Some maintain that any one will do for a teacher as long as certain facts are remembered from books ; that the teacher is nothing, the knowledge everything. How much that is learned in childhood is entirely forgotten in adult life ! But that which molds our destinies and develops our character is gained chiefly by our contact with the minds which influence us.—*Canada School Journal*.

MORAL character is the chief end of an education, and if that end is not reached, either directly or indirectly, the less education a child has the better it is for the community. All morality, and all religion that amounts to anything, must have a substratum of *integrity*. The teacher has no higher duty and no more difficult task than to teach children to be honest. Teach them to take a pride in always telling the truth, in always keeping a promise, even if it cost a sacrifice to do it. Teachers above all others, should be an example in these regards, and one who is not has no business in the school-room.—*Indiana School Journal*.

THE thing to be first sought, and the thing most often neglected, is the development of a sound character in the pupils. The education that neglects or undervalues morality is worse than worthless ; it "fits" the pupil to be a malefactor. The next thing to be sought is to awaken the minds of the pupils, to stimulate their thirst for knowledge, to train them in habits of inquiry. The successful teacher is the one who makes his pupils think patiently and independently, who stirs them up to original investigation. Any pupil who has had this done for him, has been "fitted," so far as his mind is concerned, for success in any calling.—*The Century*.

NOTES AND CRITICISMS.

THE EXAMINATION OF TEACHERS.

I deny that the State of Ohio, through its State Board of Examiners has provided a practical remedy against the frequent and unnecessary examination of the great body of teachers in the State. But 276 certificates have been issued by the State Board since its organization in 1864, and fewer than one per cent. of all our teachers to-day are drawing their salary on life certificates. More than ninety-nine per cent. of the teachers in Ohio *are examined, on the average, once every eighteen months.*

With scarcely an exception the State Board has always been composed of scholarly men who possessed good judgment on school affairs. It cannot be that these men have placed a narrow meaning on the law regarding State certificates and thereby deprived the teacher of what is always conceded the criminal—the benefit of a doubt. For one, I am of the opinion that the law needs an overhauling, and such a one as will open wide the door to every teacher who is qualified for his work and whose aims in life will not permit him to submit to a dozen examinations in order to test his ability as a schoolmaster.

L. D. B.

If the "great body of teachers in the State" would thoroughly qualify themselves for the work and appear before the State Board of Examiners, they would undoubtedly receive life certificates, and thus be relieved from the annoyance and humiliation of frequent examinations. We think the State has provided a remedy, but the "great body of teachers" do not avail themselves of it.

L. D. B. was well answered in the December number of the MONTHLY, yet teachers, particularly lady teachers of primary grades, are wrongfully treated. The rank and file are not prepared to pass before the State Board. The wages they receive will not justify the preparation. They are compelled year after year to undergo the ordeal of a county examination, as though teaching might in some way disqualify them from holding a certificate. I assert what I know to be a fact, when I say that many, *very many* teachers in Hamilton County are not doing the work in the school-room that they are capable of doing because of the high mental tension under which they are compelled to labor. Vacation brings no rest to that teacher who knows that her situation for the next year depends on examination, with all that that word now comprehends. I am in favor, however, of examinations, and I have often thought that the highly favored professions to which L. D. B. refers might be benefited by a little examination occasionally.

Let there be a more rigid examination for admission into the profession, and when teachers have shown scholarship to justify an eighteen months' certificate according to the present standard, let their certificate for the future depend upon an examination in one or two elective branches, such branches as are named by the State Board. In this way an examination before the State Board can be made possible for a great many teachers who are now compelled by the force of necessity to forego the luxury of a State certificate.

Will the law allow county boards to adopt the above system of granting certificates?
C. E. M.

Clifton, Hamilton County, Ohio.

The plan suggested by C. E. M. is a good one, and we see nothing in the law to prevent its adoption by boards of examiners.

THREE FIRST, TWO LAST, &c.

No. 12, Q. 8, p. 526. The expressions, "Three First, "Two Last," and many other similar terms, have been contradicted and ridiculed by some, because, as they argue, there can be only *one* first and *one* last.

We claim the terms *first* and *last* do not necessarily mean only *one*. *First*, according to Worcester, means "*before all others*," and according to Webster, "*preceding all others*." The "*three first*," then, means the three before all others, and the "*two last*," means the two succeeding all others—terms which are used by good speakers and writers. If we can say, "The *first days* of summer," "The *last days* of Pompeii," why

not the "*three first* or *two last*?" The terms objected to *are used* by the *best authorities* in the language, and have been for many years; and therefore on the well-known maxim, "*Usage is the law of our language*," if they are absurd, they can not be rejected. Without further argument, we quote the following to verify our statement: "The *three first* monarchies."—*Warburton*. "My *two last* letters."—*Addison*. "The *three first* generations."—*Edward Everett*. "The four first acts."—*Bp. Berkeley*. "The two first persons."—*Latham's English Grammar*. "The two first lines."—*Blair*. "The two first years."—*Bancroft*. "The two first days."—*Irving*. "The two first cantos."—*Alexander Everett*. "The four first centuries."—*Prescott*. "The four first lines."—*Atterburg*. "In most constructions, place ordinal adjectives before cardinals."—*Harvey's Eng. Gram., revised edition, page 55*. "It has been doubted whether the *cardinal* should *precede* or *follow* the ordinal numeral."—*Atterburg*. "We conceive the expression ('*Three First*') to be quite correct, though the other be often employed to denote the same conception."—*Crombie's Eng. Syntax, p. 240*. Dr. Harvey's rule is, in some cases, evidently better than the other. It is so, when a whole is divided into equal portions, each containing a certain number; for when we say, the first three, there is evidently a reference to a second three, or a last three. But if the first three constitute a majority of the whole, there remains no second three to justify the reference. Thus, when we say, "The *first four* days of the week were pleasant," there remain only *three* to which any other reference can be made.

Atterbury speaks of it ("*four first*") as being doubtful; but he gives no reason for his doubt, while we gave, above, his use of it, and, in his letters, find him using many similar terms, which leads us to believe he more favors the use of it than doubts it; and Crombie, like Atterbury, prefers the use of the same kind of terms. Those who care so much for some authors' "say so" will find argument in the following quotations from standard text-books: "Some grammarians object to the use of the numerals *two, four*, etc., before the adjectives *first* and *last*. There seems, however, to be no good reason for the objection, and the expressions *two first, two last*, etc., are fully sanctioned by good usage."—*Wells's Gram. p. 137*. "It has been fashionable of late to write the *first three*, and so on, instead of the *three first*. People write in this way to avoid the seeming absurdity of implying that more than *one* thing can be *first*; but it is at least equally as absurd to talk about the *first four*, when, as often happens, there is no second four."—*Arnold*.

"Surely, if there can be only *one* last, *one* first, there can be only 'a

last one. 'a *first one.*' I need only observe, that usage is decidedly in favor of the former phraseology."—*Grant*.

This new doctrine ("First Three," etc.,) is in opposition to the almost unanimous judgment of the most distinguished grammarians and critics, who have considered the subject, and expressed their views concerning it.

W. I. BRENIZER.

Wadsworth, O.

R. L. G. asks about such expressions as "Three First." There is an abundance of the best authority, which is "*common law*." Everett, the most scholarly writer, in one oration, says: "Three first Presidents," "three first generations," and again "First two," "last two." Trench, in *Study of Words*, says: "Three first chapters of Genesis." "The three first Gospels" is fully discussed and approved by Alford in "*The Queen's English*," page 145-148. First is often used in the sense of first part, and not in the sense of number one. "I have read the first chapters of a book," used in that sense, would be correct; if so, two first, three first, etc., are also correct. I do not prefer the expression. I think *first three* is far better, but have found it so often in our best books, that I have ceased to criticise it.

There is an expression, used by the clergy, that is manifestly incorrect; viz, "First and second *chapters*," "First, second and third *stanzas*," &c. If a man is driving two horses, one black and one white, he should not be said to be driving black and white horses. If I meet two Smiths, one named John and one, William; I ought not to say I met John and William *Smiths*. "The first and the second chapter," "The first, second, and the third stanza," is right, even if L. H. W. should say that it is not.

R. B. M.

The English adverb was at one time formed from the adjective by the simple addition of *e*; as, adj. right, adv. righte. When the suffix *ly*, or as it was at first written *like* or *liche*, came to be used, the older *e* was, of course, dropped. In some cases, however, this *e* was dropped without the addition of the more modern suffix. This accounts for the occasional use of adjectives for adverbs in modern English. A little attention to this fact will save a world of quibbling about what is simply a matter of history.

E. S. C.

No. 12, Q. 10, p. 526. The editor wishes to say that in the "allusion" referred to there is an intentional perversion of Thompson's often

quoted eulogy on teaching, and the young idea, i. e. the pupil, shoots as with a gun. B.

EXPLAINING SOLUTIONS.

No. 12, Q. 9, p. 526. When a pupil places the solution of a problem upon the black-board, I would wish him to feel that he may be called upon to explain it. This would be a stimulus to careful work. If there is time for it and the pupil explains his solution he has practice in language, in address, and, to some extent, in the difficult art of thinking on his feet. The class furnish an audience, but I suspect little permanent good results to pupils from seeing how problems are solved by others. The teacher improves the opportunity to test the pupil's knowledge and probe for hidden errors. B.

An explanation of the solution aids the teacher in ascertaining whether the pupil has reasoned correctly at every step. In many instances children reason correctly without being sufficiently conscious of their reasoning. Explanations compel them to observe and formulate their own mental operations, thus quickening and strengthening the reasoning powers. L. J.

THE DOLLAR SIGN.

No. 12, Q. 7, p. 526. The origin of the sign \$ is not certainly known. It has been variously accounted for, but not conclusively. A writer in the *Atlantic Monthly* has a curious article on the origin of the sign \$. In brief, his theory is, that the two upright marks may be traced back to the pillars of Hercules and the S like figure is the scroll entwined around them.

According to tradition, when the Tyrian colony landed on the Atlantic coast of Spain, and founded the ancient city of Gades, now Cadiz, Melcarthus, the leader of the expedition, set up two stone pillars as memorials, over which was built a temple of Hercules. As the temple increased in wealth, the stone pillars were replaced by others, made of an alloy of gold and silver, and these two pillars became, in time, the emblem of the city, as a horse's head became that of Carthage. Centuries later, when Charles V became Emperor of Germany, he adopted a new coat of arms, in which the pillars of Gades or Cadiz occupied a prominent position in the device. Hence, when a new coin was struck at the imperial mint, it bore the new device—two pil-

lars, with a scroll entwined around them. This coin became a standard of value on the Mediterranean, and the pillars and scroll became its accepted symbol in writing. In the same article, the symbolic origin of the pillars of Hercules is traced far back into the remote era prior to the dispersion of the human race from its Asiatic birthplace.

Webster says it is probably a modification of the figures 88, formerly used to denote a "piece of eight," i. e., eight reals—an old Spanish coin of the value of a dollar. Another is that it may be explained by the stars and stripes, but we are not told in what way. Another that it is a modification of the monogram of U and S, for United States. A fifth, that it originated in the contraction of the Spanish word *pesos*, dollars, or *pesos fuertes*, hard dollars. Another, the final, that it is a contraction of *fuertes*, hard, to distinguish silver or hard dollars from paper money.

W. I. BRENIZER.

There is good authority for using geographical names as adjectives; as, New-England History. For such expressions as "The seven years' war," "Ten steps' walk," I can quote such authority as Edward Everett and a host of others. For "Eighteen months' certificate," "Six months' certificate," Ohio School Report, 1879, page 27. Can L. H. W. give any good authority for what he says "*seems*" to be the "*use*" of our best writers? "Ten-foot pole," "Two-year old colt," etc., are now *in* the language, and cannot be fought out; used, I have no doubt, at first, by those who say, "Saw off ten foot of them boards."

R. B. M.

QUERIES.

1. Where is Monette Hall? J. V. W.
2. What is the origin of Groundhog Day? J. V. W.
3. Why is the area of Ohio given as greater in the census of 1880 than in that of 1870? J. V. W.
4. What is the origin of the English alphabet? J. V. W.
5. When was Ohio first divided into congressional districts, and how often has it been redistricted? V.
6. What is the proper number of pupils for each teacher in a system of graded schools? R.

7. Liberty was *theirs as men*. How should the words in italics be parsed? F.

8. *Five times eight* are forty. Parse italic words. S.

9. "A board 16 feet long is 17 inches wide at one end and 7 inches at the other; where must it be cut in two so that there will be the same amount of plank in each piece?"

An arithmetical solution is desired. R. G.

10. What was the Wilmot proviso? E. A.

At the time of the Mexican war, in 1846, a bill was before Congress authorizing the President to use \$3,000,000 in negotiations for peace with Mexico by the purchase of territory. David Wilmot, of Pennsylvania, offered an amendment, "That, as an express and fundamental condition to the acquisition of any territory from the republic of Mexico by the United States, neither slavery nor involuntary servitude shall ever exist in any part of said territory." This is what was denominated the Wilmot Proviso. It was adopted by the House, but was rejected by the Senate. It convulsed the nation during two sessions of Congress, and was the basis of the organization of the Free-soil party in 1848, and of the Republican party in 1856.

11. What is a congressman-at-large? E. A.

There is an apportionment of representatives in Congress after each United States census, assigning to each State its appropriate number of members according to population. Each State is divided into districts and a congressman is elected in each district. It sometimes happens that an election occurs after a new apportionment before the Legislature has redistricted the State. In such cases, any additional congressmen assigned to the State are elected at large, and in case the number is reduced, the entire delegation is elected at large.

12. What is the difference between a majority and a plurality? G. C.

A candidate has a majority when he receives more votes than all other candidates for the same office combined; he has a plurality when he receives more votes than any other one candidate, but not more than all others combined.

EDITORIAL DEPARTMENT.

Some wise man has said that ideas are in the air. This is probably true and it accounts for the way in which reforms in school affairs become epidemic. The ideas simply fall like snowflakes upon the people. The breath of public sentiment whirls them about, leaves some knobs bare, and heaps up drifts in favorable localities.

Of educational ideas there are frequent centers of low barometer and they tarry very long in a place.

The latest shower in any wise general is that of ideas concerning reading and literature. It shows promising signs of being a heavy shower and of leaving increased fertility in its track.

A departure at a very large angle ~~has~~ been recently made by the school board of Liverpool, namely, to use novels occasionally instead of ordinary reading books in the schools; and naturally they begin with Scott.

It is not stated how the plan is to be carried out, who is to buy the books and how time is to be found for ~~reading them in full, or~~ whether they are to be read in full, and if abridged who is to ~~abridge them~~. I can see how *Ivanhoe*, *The Heart of Mid-Lothian*, or *Guy Mannering* would afford a pleasant variety to the Fourth Reader class, two days in the week; and the boys would be directed to something better in the line of fiction than that which they will probably find for themselves, or which will be put into their hands by the obliging keeper of the nearest news-stand.

A little novel-reading under the eye of the teacher might have a salutary effect in another way. Boys frequently hear novels spoken of as though they were, without exception, bad. The desire to do a thing simply because it is forbidden is no new thing, as a prompting of the human soul. It troubled the breast of our common mother, and stolen waters are still sweet.

Now if the children should be encouraged to read novels of the right kind, it might break the charm which is apt to surround this bread eaten in secret.

Our Canadian neighbors also believe in Scott. *Marmion*, *The Lay*, and the *Lady of the Lake* hold a place in their courses of study which no poems do with us. "The Lady of the Lake with a Primary Class" was the theme of a paper at a recent meeting of the Quebec Association of Protestant Teachers.

In our town, as in many towns and cities of Ohio, there are persons engaged upon a course of reading under the direction of the Chautauqua Reading Circle. What lies in the way to hinder a similar work among the teachers of our good State is beyond my ken. The harvest truly is great. There is our profession stretching away beyond the horizon, waiting to be explored. There is the broad and healthful plane of literature where all may meet as brethren.

It is to be hoped that this matter, brought before the Association last sum-

mer, and now in the hands of a committee, may have ample time and full discussion at the next meeting.

There is nothing further from the intention of any one connected with the MONTHLY than to assume the proud position of a leader in the cause, but our friendly banter in the December No., looking to the formation of a professional reading club, has been taken in the spirit in which it was made, by a few of the good brethren. But can not the list be extended? It has some worthy names to begin with. The lamp holds out to burn till the February MONTHLY.

We have received an essay read recently before the Cuyahoga County Medical Society, by J. D. Jones, M. D., on the "Injury to Pupils from Study in the Public Schools of Cleveland." The essayist undertakes an investigation of the charge of "high pressure" and "overwork" which has been made against the schools, and produces an array of statistics which go to show that the charge is not well founded. His conclusions are thus summarized:

1. There is no evidence that insanity or other nervous diseases have been produced as the result of study in the schools of Cleveland.

2. There is no evidence that diseases are more common or more fatal among school children than among others of the same age.

3. The rate of mortality of high school pupils is only about one-third as great as the rate of mortality of those of the same age in the city at large.

4. Much of the illness of high school girls is probably due to the inattention of mothers in not seeing that they are properly clothed and fed.

5. The length of time required to be spent daily in study in the grammar and high schools is not excessive.

6. It is evident that the clamor, raised for some years past in favor of reforming the "high pressure" system of education, had some other than its professed object in view, because the reformers, after gaining the ascendancy in the Board of Education, added about 15 per cent. to the school work in the primary and grammar grades and made no material reduction in the high school work.

7. Worry from examinations is exceptional and does not injure the health, except in some very nervous pupils, and does no permanent injury to them.

8. We cannot avoid all occasion of worry, and it is not desirable to do it if we could.

9. The eyes of pupils are not injured by the school work in the Cleveland schools—the eyes of pupils of the higher grades being, upon the whole, better than those of the D primary, the first year of school life.

The *Louisiana Journal of Education* has this to say in regard to half-day sessions:

The half-day session, of two and one-half or three hours, when fairly tried in the lowest primary departments, works well for both teacher and pupil. Among the advantages may be mentioned the following:

1. The crowding of pupils is avoided and the sanitary condition of the school room is better preserved.

2. The children are kept fresh in mind and body.

3. The time spent in school is sufficient to accomplish a proper and reasonable amount of work.

4. The teacher is able to give entire attention to the pupils present, having no more than can be well instructed at the time.

The objection to the plan comes chiefly from parents who send their children to the school as a relief from the care of them at home.

Individual cases require some consideration, as when small children are deprived of the protection of their elders in going to and from the school and their distant homes. Also, when the parent is absent from home during school hours.

A little attention to such cases will not interfere with the general division into two classes, one for the morning and the other for the afternoon session.

Youth is constantly painted, in prose and poetry, as the happiest time of life.

Is it not possible to carry along into age some of the freshness, the generous promptings, the delight in simple pleasures which characterize childhood?

The child nature in the teacher should live longer, than in others as it constantly looks out into the eyes of kindred spirits. The sun takes on an extra degree of brightness on the side next to an approaching planet.

In the bosoms of the wisest and the best of men there is much of the heart of childhood left, and in spite of envious age it responds to the wants of children.

Wrinkles are not necessarily frowns, and although these dark cottages will become battered and decayed unless they fall untimely, a kindly spirit may shine out through the chinks.

The great teacher set a little child as our model and said we must become as little children. In what respects? Not in ignorance, truly; but in wide-eyed curiosity, in teachableness, in faith, "where faith should trust."

Teachers should not fail to read "*Vice Versa*," a late English novel, whose sub-title is "A Lesson to Fathers." It is good for a dozen hearty laughs. In these days of revolt against the weapon which Solomon affectionately prescribed for the backs of the children of men it is refreshing to hear such loyal sentiments concerning school government as Dr. Grimstone's "I'll establish a spirit of trustful happiness and uncomplaining content in this school if I have to flog every boy in it as long as I can stand over him." And there is one little chap to whom most teachers do not need an introduction, he, who, while a class-mate faltered and blundered in his answer, would stretch out a snapping thumb and forefinger "in a restless agony of suppressed information."

A little book, called "Watts on the Mind," which used to be read in some schools of Ohio in the old-fashioned days when you and I were boys, contained a Latin proverb which it kindly translated thus: "Many might become learned if they did not fancy themselves so already."

Conceit dims the eye, dulls the ear, puffeth up the feeble soul and it vaunteth itself.

There are so many things to be learned that he alone needs to be ashamed who is satisfied with his attainments.

Our attention has been called to a personal item in the December number, in

which it is stated that S. M. Surface, a teacher in the ungraded schools of Preble county, is probably the only teacher in Ohio who has crossed the Atlantic twice. The only *country* teacher was probably meant; but even this would not be true. We know another in Summit county. The item came from one of our correspondents and passed into the printer's hand without scrutiny.

Down in the coal regions of Ohio, towns are set out at a railway junction and the next thing we know is, they have a graded school there and enroll pupils by the hundred. Before me is a copy of the *Weekly Herald* of Shawnee, containing the school report for November, showing an enrollment of 619 and an average daily attendance of 495. O. C. Wright is the superintendent.

What is truancy? Absence from school on the part of a pupil without consent of parent or guardian; deserting the school ground after the ringing of the bell. In order that comparative statistics should have any value the terms must be understood in the same sense; even the mystic "average number belonging" should be trimmed down to something definite.

The School Visitor is a monthly magazine devoted to mathematics, grammar, notes and queries, and examination questions. It is published at one dollar a year, by John S. Royer, Ansonia, Darke county, Ohio. Mr. Royer is a teacher of many years' experience, and the *Visitor* always contains matter of interest to teachers and students.

Washington C. H. schools, under the care of C. F. Dean, are having a "Grammar School Lecture Course," the financial profits of which go to purchase books for the school library. We had the pleasure of delivering the introductory lecture December 8. The audience was relieved by some very good singing by pupils of the school.

A writer from North Carolina says that the people in his locality are so thoroughly interested in the cause of education that they are "willing to put their hands into their pockets." This seems to call for more testimony. Of what advantage to the great work of popular education is it for people to put their hands into their pockets?

Morse, who invented the telegraph, and Bell, the inventor of the telephone, both had deaf-mute wives, which fact lead a miserable fellow to point a moral: "Just see what a man can do when everything is quiet."

How many cubits to the stature of schoolmasters is added by all this array of prefixes, Prof., Supt., Hon., Ph. D.? Is it not an attempt to fracture the constitutional prohibition against titles?

In an address before the Ontario Teachers' Association on the subject, "How to make teachers' associations more useful," the speaker commended the "United States institute plan of introducing subjects amidst a running fire of questions from members, by means of which all would be drawn into the discussion."

Which link of this chain is first? Good teachers, good schools; good schools, proper public-school sentiment; proper public-school sentiment, good board of education; good board of education, good salaries; good salaries, good teachers; good teachers, good schools, and so round and round.

When giving oral lessons on coal, or mining, teachers may add an item which I think will be new to both parties. It is that in a coal mine near Zanesville all the coal is hauled from the mine by dogs. The ceiling and floor are too near each other for the employment of mules.

No, my dear young pedagogue, you are in error. Hawthorne was not talking of school superintendents in the passage you quote: "Mighty was their fuss about little matters, and marvelous, sometimes, their obtuseness that allowed greater ones to slip between their figures."

On taking charge of a new school away among the hills, or hollows, it is possible for a teacher to make, at the outset, a blunder similar to Orlando's. "I thought that all things had been savage here; and therefore put I on the countenance of stern commandment."

The *Pacific School Journal* copies from the MONTHLY one of Comings and Knox's articles on Language Lessons, and the *Arkansas School Journal* copies from our October number the article by Prof. J. M. Long on the Relation of Knowledge to Education.

The teacher should aim to develop power of invention, independence of thought. He should analyze each new combination of circumstances and devise a best plan of action, without looking to have a copy set at the top of each page which he turns.

The bound volume of the MONTHLY for 1882 is a larger book than any of the preceding volumes. It contains over a hundred pages more than the volume for 1881.

If you have sets of the MONTHLY or other magazines which you want bound, send them to the Beacon Publishing Company, Akron, O., where the work will be done at a reasonable price.

EDUCATIONAL INTELLIGENCE.

—Institutes were to be held during holiday week in the counties of Holmes, Monroe, Muskingum, Franklin, Stark and Guernsey.

—The teachers of Guernsey County met at Cambridge, organized an Association and prepared a program for a meeting on Saturday, Dec. 16.

—The teachers of Madison county have a live association which meets on the third Saturday of every month. F. B. Pearson, of West Jefferson, is president.

—We are glad to learn that the Western Reserve Normal School at Milan, under the principalship of B. B. Hall, is in a prosperous condition. The attendance is larger than ever before.

—James Vick, florist, Rochester, N. Y., offers a collection of twelve varieties of seeds of the most desirable, showy and free-blooming annuals to each of the five schools of each county that shall first apply, on the conditions that the seeds shall be planted and the flowers cultivated on the school grounds, and a report of the result made to Mr. Vick by the first of November next.

—The *Cleveland Herald* says concerning sewing in the Boston schools: "This may be simply a Boston notion," but that it is not a bad one hundreds of mothers in this city whose children do not know how to make or mend with needle or sewing machine will doubtless agree. But he would be a bold member who would seriously propose to a Cleveland Board of Education that sewing be incorporated in the course of studies."

—At the second annual oratorical contest of the Ohio Wesleyan University, the judges awarded the first prize to Miss Sallie Harris and the second to Miss Effie Capps, the only ladies, who beat six gentlemen. The judges were Rev. F. W. Gunsaulus and Dr. A. C. Hurst, of Columbus; Gen. B. R. Cowen, of the *Ohio State Journal*; Gen. J. S. Jones and Rev. A. D. Hawn, of Delaware. But then the Columbia College students say that girls don't know enough for co-education.—*Akron Beacon*.

—A Union Teachers' Association of Trumbull and Portage counties was held Dec. 16, at Windham. Trumbull was represented by Moulton of Warren, Foote of Girard, Viets of North Bloomfield, Hodgman of Gustavus, Stanley of Newton Falls, and others; Portage, by Jackson of Nelson, Slabaugh of Hiram, Pres. Dean of Hiram, Morris of Garrettsville and many others. The excellent program was carried out in every particular and those who missed this Association, missed a treat. "Industrial Education," by O. F. Haymaker, was good. "Give the Devil His Due," by Supt. Viets was rich. "Principles of Teaching," by Pres. Dean was strong and worthy of publication, while "Education Necessary to Manhood," by Supt. Foote, was full of wit and elevating thoughts. Thanks are due to Mr. McCall of Windham, for excellent accommodations. M.

—The public agitation against the overfeeding of scholars in our public schools with ill-digested learning is beginning to have a good effect. At Troy and Rochester in this State the experiment is to be tried of abolishing the recess and giving a sufficiently long nooning to enable the pupils to go home to dinner. In this city it is proposed to lengthen the summer vacation, by taking out of the school-term and adding to the vacation, the first

two weeks in September. These are both tentative movements in the right direction. No brain worker can do hard brain work for more than four hours in the day without injury. The public-school pupil is expected to spend from 9 A. M. to 3 P. M. in or about the school room, and then to carry his books home and study in the evening; the consequence is that he does no *hard* work, and there is no work that wears so much and achieves so little as lazy work.—*Christian Union*.

—The following report of a meeting of the Auglaize County Teachers' Association came to hand soon after the last form of the December number had gone to press:

The Auglaize County Teachers' Association held its first quarterly meeting at Wapakoneta beginning Friday evening, Nov. 10, and continuing during Saturday. The papers presented were: "The Dignity of the Profession," by Mr. Unterbrink. "The Scholar's Mission," by Miss Anna Sullivan. "The Date Line," by J. L. Carson. The reading of each paper was followed by discussion by many members of the Association. The most pleasing part of the program was an address by Rev. A. E. Wagner, subject, "Practical Education." The next meeting is to be held at St. Mary's in February. Anna Culleton, Secretary, J. L. Carson, President.

—A very foolish students' rebellion has occurred recently in Adelbert College, Cleveland. For several years before the removal of the college from Hudson, it had been the custom of the students to hold on Thanksgiving evening a species of college orgy which they called "The Tempus." The faculty pronounced the proceedings on these occasions "obnoxious and ribald," and issued orders that the practice should be discontinued. The Junior class disobeyed the orders and held "tempus," though in a modified form. Eighteen of the twenty-one members of the class were promptly suspended. The students of the other classes sympathized with the suspended Juniors and resolved not to attend recitations until the suspension was removed. Only seven students appeared at prayers on the morning following this action. A committee of students who waited upon the president were informed that the faculty had defined their position, from which they would not recede if every student left the college; and it was further intimated that discipline might be exercised toward those who absented themselves from recitation out of sympathy with the offending Juniors. The outcome of it all is that the rebellion has broken down, and most if not all the students have been restored to their privileges. The authorities were clearly in the right, and they have taught Young America a lesson which we trust will not soon be forgotten.

—E. O. T. A.—The twelfth annual meeting of the Eastern Ohio Teachers' Association was held at Steubenville, Dec. 1 and 2. The program was a good one. The papers and discussions were spirited. The attendance was large, both of teachers and others. The room was packed by persons eager to hear Commissioner De Wolf discuss the question, "Is our American School System doing what it may for the Interest of the Public?" The inaugural address was a plea for the study of *things* rather than of books. "Overdrafts" was an attempt to state a few of the cases in which the usual administration of school affairs draws too heavily upon teachers and pupils. Discussion elicited the fact that opinions are not uniform upon the subjects of examinations and school

reports. The exercise in primary reading was listened to with close attention and proved conclusively that Mrs. De Voir knows how to teach the subject. Your correspondent had not the pleasure of hearing the discussion upon the old and the new in educational methods. "100 per cent.=what?" was a showing up of some of the absurdities and inconsistencies in the methods used in different schools in making reports of attendance, absence, tardiness, etc. Prof. John McBurney was elected president for the coming year. The next meeting will be held at Cambridge on the Friday and Saturday following next Thanksgiving Day. Cambridge, Coshocton, East Liverpool, Steubenville, St. Clairsville, and perhaps some other schools, exhibited specimens of manuscript examination work. Arrangements were made for a more elaborate and systematic display next year. A committee was appointed to examine and report upon manuscript work, and Com. De Wolf was invited to prepare the questions. The teachers of Steubenville served an elegant lunch in the H. S. room to members immediately after Com. De Wolf's address. Fourteen pedagogical stars of the first magnitude and one of the sixth were royally entertained by Supt. Mertz and his wife at supper time Friday evening. All in all, the E. O. T. A. is thoroughly alive and is doing an excellent work. We observed present besides those on the program, Supts. Gibson and eight teachers, Coshocton; Mertz, Steubenville; Fearon, East Liverpool; our old friend Hitchcock, St. Clairsville, formerly at Niles; Jones, Bellaire; Watters, Powhattan; and many others whose faces were unfamiliar to us.

The Association voted in favor of holding the next meeting of the State Association at Columbus. *

—N. E. O. T. A.—The annual meeting of the North-eastern Ohio Teachers' Association was held at Cleveland on Saturday, Dec. 9. The attendance was not as large as usual, but the meeting was an interesting and profitable one.

Superintendent Hinsdale discussed the subject of American History in the Public Schools. There is general but not entire agreement that the subject should be included among school studies. Some maintain that it should have a prominent place in the student's course of general reading, but should not have a place in the school course of study. Mr. Hinsdale took strong ground in favor of teaching history in the schools. It should receive more and not less attention than it now does. It is more important for pupils to be well versed in the history of their country than to be good spellers or to be well trained in music. Man should study the record of man. History contains the springs of patriotism and the sources of political knowledge. If not taught in school it will be neglected.

In considering how history should be taught, the speaker read two short papers (printed elsewhere in this number) furnished at his request by two Cleveland teachers, and made valuable suggestions as to methods of teaching the subject.

"Daniel Webster and the National Sentiment of America," by L. B. Hall, of Oberlin, was an excellent paper and was well received.

The General discussion of the subject of history was opened by Alston Ellis, of Sandusky, followed by I. M. Clemens, of Ashtabula, M. S. Campbell, of Youngstown, and others.

Great interest was taken in the paper by Sebastian Thomas, of Lodi, on

"Industrial Training in German Schools." Mr. Thomas gave a very pleasing account of observations made while on a visit to his native land last summer, and exhibited specimens of needle-work done in school by little German girls. We have a promise from Mr. Thomas to give to the readers of the MONTHLY, at an early day, the benefit of his observations in German schools.

The election of officers resulted as follows:

President, W. R. Comings, Norwalk; Vice-President, Hiram Sapp, Portage County; Secretary, J. R. Rogers, Lorain; Treasurer, W. V. Rood, Akron.

Executive Committee, M. S. Campbell, Youngstown; C. W. Carroll, Chardon; S. H. Herriman, Medina.

A resolution by B. A. Hinsdale so to amend the by-laws as to dispense with the June meeting, was laid on the table until the next meeting.

The next meeting will be held at Cleveland on the 2d Saturday of February.

PERSONAL.

—F. P. Adams, principal of a normal school at Danville, Ind., died very suddenly, November 25.

—Miss C. A. Stewart, who has been teaching at Marshalltown, Iowa, has been called home to Loudonville, O., by the illness of her father.

—N. Collins, of Doylestown, has taught every winter since 1853 except the winter of 1863, when he lay in the hospital at Nashville, Tenn. He holds a certificate dated Nov. 20, 1858, signed by J. A. Garfield.

—W. C. Frazier, the teacher in Guernsey county who fatally stabbed two of his pupils in self-defense recently, has been a student at Muskingum College. He belongs to a highly respectable family and has always borne a good reputation.

—Dr. J. B. Peaslee, Superintendent of the Cincinnati schools, and Prof. J. P. Patterson, of Chickering Institute, Cincinnati, were among the instructors at the Peabody institute at Wheeling, W. Va. The institute began December 20 and continued four days.

—J. C. Collister has been elected superintendent of schools for Hughes Co., Dakota. It is but a short time since we noted the fact that Mr. C. had resigned his position as superintendent of schools at Attica, Ohio, to take up his abode in the West. The Ohio schoolmaster is still in demand.

—"Superintendent H. L. Peck," says the Barnesville *Enterprise*, "has made many new departures, but every move has proven him to be master of his profession, and a gentleman of rare intelligence. So far his administration has been eminently successful, and everything looks toward a prosperous future." We knew it would be so. That is the kind of man he is.

—School Commissioner De Wolf is lying seriously ill at the Soldiers' and Sailors' Orphans' Home, at Xenia, whither he had gone, in the performance of official duties. It is said that he is prostrated by overwork, and grave apprehensions are entertained concerning the result. We hope the fears of his friends may not be realized. He is a very efficient officer, laboring with untiring energy and zeal in performing the duties of his office.

—Dr. Thomas W. Harvey, author of Harvey's Grammar, and one of the oldest public school men in Ohio, has resigned the superintendency of the Painesville schools. He has suffered severe affliction in his family for some time, which may have had something to do with his resignation at this time. Mr. Harvey is one of the best of men. His whole life has been devoted to the cause of popular education, and his reputation as an educator is national. May his life be spared many years, and may his evening-time be light.

James H. Shepherd has been appointed acting superintendent in Mr. Harvey's place, for the remainder of the school year.

Miss Cushman has also resigned her position as principal of the Painesville high school, and Miss Cottrell, of Battle Creek, Mich., succeeds her.

THE MAGAZINES.

The Century for January is a good number. The Christian League of Connecticut, by Washington Gladden, Edward Eggleston's Planting of New England, The Debt of Science to Darwin, by A. R. Wallace, and a Look into Hawthorne's Workshop, are some of the leading articles.

The North American Review for January has an unusually good list of articles. The first is part I of a symposium on The Revision of Creeds, by Newman Smyth, Lyman Abbott and Henry Ward Beecher. Then follow University Education for Women, by Prof. W. L. Stevens; A Definition of Liberty by Prof. I. L. Rice; American English, by Gilbert M. Tucker; Responsibilities of Progressive Thinkers, by Dr. H. W. Thomas; Bigotry in the Medical Profession, by Dr. David Hunt; and the Adulteration of Intelligence, by Charles T. Congdon. The article on American English is of special interest and value to teachers.

The Popular Science Monthly for January covers a broad field. The Great Comet (illustrated), Scientific Philanthropy, Pre-Indian People, Time-keeping in London (illustrated), Curiosities of Superstition, Gospel of Recreation, Influence of Education on Observation, Sketch of Henry Draper (with portrait), Recent Advances in Photography, are some of the topics discussed.

Wide Awake and *Baby Land*, published by D. Lothrop & Co., Boston, are in the front rank among the magazines for young people. The Holiday numbers are very beautiful.

Longfellow's "Michael Angelo: A Drama," is the opening of the January *Atlantic Monthly*. It will be read with deep interest by all the admirers of the great poet. Another posthumous paper in the same number is the second installment of Hawthorne's "Ancestral Footstep." Whittier contributes "A Summer Pilgrimage," a poem of marked vigor and beauty. The admirers of the "Autocrat" will welcome the "After Breakfast Talk" by Oliver Wendell Holmes. These with other excellent articles make this a choice number.

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—THE—

Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

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✓ LATIN PRONUNCIATION.

Read before the Central Ohio Teachers' Association at Columbus, by J. C.
HANNA, Columbus High School.

[While this paper does not profess to contain the results of original research on the part of the writer, in answer to the question, "Is the ancient pronunciation of Latin ascertainable?" it is believed to be true that such a presentation of original results, even if possible, would be largely superfluous, since the authorities here referred to are so numerous, so eminent and so complete, and since their works are so easily accessible to any who may have time or inclination for pursuing the question further. If the paper has the merit of presenting in concise form to any teacher or pupil the leading arguments given by these writers in favor of the adoption of the Roman method, it will fulfill its mission. So far as I know, moreover, the results of correspondence, embodied in the schedule of American colleges and schools, are not accessible elsewhere in published form—since the time of Prof. Richardson's report (1876) referred to in the paper. I wish to acknowledge with thanks the prompt and sympathetic assistance given by the various gentlemen from whose letters I have made quotations, as well as that of others, too many to enumerate.]

The importance of using the best method in pronouncing Latin

need not be urged upon the attention of classical scholars, and especially upon that of practical teachers, who, of course, have learned from experience that a slipshod method in teaching, or even the least defection from complete and thorough accuracy and consistency, prevents the securing of the highest and most valuable results.

The methods of pronouncing Latin in America are commonly classified under three names, viz: the Roman, or more properly the Latin, the Continental, and the English.

(1.) The Roman or Latin method. It is certain that there is no material discrepancy among those who attempt to present the classic usage, as based upon the latest and most thorough investigations made by the most eminent scholars. Says Mr. H. J. Roby, (whose "Grammar of the Latin Language" is referred to farther on), in a private letter dated Nov. 25, 1882, "I am not aware of there being in England among those who have given evidence of study of the subject any substantial differences as regards the value of the vowels or the consonants, though there is reluctance in accepting *w* for Latin *v*, mainly I think because it is different from Continental habits and has a vulgar sound to an Englishman." Says Mr. John Tetlow, Principal of Girls' Latin School, Boston, also in a private letter, after referring to slight variances in the accepted pronunciation of the diphthong *æ*, " * * * but these differences are few in number and unimportant in character. There is substantial uniformity."

The use of the "English" method, according to Prof. W. G. Richardson, whose special report is referred to below, does not go back more than two centuries. Up to that time the Continental method prevailed in modern times, as it has since in Scotland, Ireland, and does to-day in all Roman Catholic colleges and countries. Since that time in England until a comparatively late date, Latin has been pronounced according to what is called the English method, while in the United States the "Continental" and the "English" held equal ground until about twenty-five years ago, when the Roman method began to advance; and in connection with the report of the U. S. Commissioner of Education for 1876, it was stated in a special report on the subject of Latin Pronunciation, by Prof. W. G. Richardson, of Central University, Ky.; that at that time, the three systems divided the ground about equally among them. Since that time, as we shall see in the proper place, the Roman method has made rapid and important advances.

An American was the leader in the reform. Prof. S. S. Haldeman, then of the University of Pennsylvania, is the author of a treatise of 76

pages, published by Lippincott in 1851, entitled "Elements of Latin Pronunciation for students in language, law, medicine, zoology, botany, etc.," and says Prof. Richardson in the report before referred to " * * * subsequent investigations have confirmed the general accuracy of his work."

Since then many works have been published on this subject by eminent scholars in Germany, England and America. Some of the more important publications are the following—the list is made from various sources: "Ueber Aussprache, Vokalismus und Betonung der Lateinischen Sprache," by W. Corssen, 2 vols, Leipsic, 1858; "Syllabus of Latin Pronunciation drawn up at the request of the Head Masters of Schools," by Profs. Palmer of Oxford and Munro of Cambridge, 1872; "A few remarks on the Pronunciation of Latin with a postscript by H. A. J. Munro," 1871; "A Grammar of the Latin Language from Plautus to Suetonius," by Henry John Roby, Part I, 1st edition, 1871; 2d edition, 1872, in which at least 150 pages are devoted to pronunciation; "The Public School Latin Grammar for the Use of Schools, Colleges and Private Students," by Benjamin Hall Kennedy, D. D., 2d edition, 1874; "Latin Pronunciation, an inquiry into the proper sounds of the Latin language during the classical period," by Walter Blair, Professor of Latin in Hampden Sidney College, Virginia, 1873. This is pronounced by A. J. Ellis "an extremely useful little work;" "Roman Orthoepeya, a Plea for the restoration of the True System of Latin Pronunciation," by Prof. J. F. Richardson, 1859; "Latin Pronunciation and the Latin Alphabet," by Dr. L. Tafel and Prof. R. L. Tafel, 1860; "Grammar of the Latin Language," by G. K. Bartholomew, 1873; "Practical Hints on the Quantitative Pronunciation of Latin," by A. J. Ellis, 1874; "Latin Pronunciation Practically Considered," a paper read by Prof. Tracy Peck, then of Cornell University, now of Yale College, before the University Convocation, in 1875; "Latin Language and Literature," an article in Appleton's Cyclopædia, vol. X, by Prof. Van Rhyn, 1875; "Latin Language and Literature," an article in the Encyclopædia Britannica, ninth edition, vol. XIV, by Prof. A. S. Wilkins of Owens College, Manchester, Eng.

Other contributors are Prof. Lane, of Harvard University, Prof. Gildersleeve, of Johns Hopkins University, Prof. Henry Frieze, of the University of Michigan, Prof. E. H. Twining, formerly of the University of Missouri, Dr. Raymond, President of Vassar College, Prof. A. J. Quinche, of the University of Mississippi, Prof. W. G. Richardson, of Central University, Richmond, Ky., Prof. L. S. Potwin, of

the Western Reserve University, Principal John Tetlow, of the Girls' Latin School, Boston, Allen and Greenough's Latin Grammar.

The question "What was the Latin Pronunciation of Latin?" may be found clearly answered in Roby's Latin Grammar, vol. I, pages xxx-xc of the preface, with a summary statement on pages lxxxvii-xc, also pages 3-85. A summary statement may also be found in vol. XIV of the Encyclopædia Britannica, with a historical view of the phonetic changes in the language. The following abridged presentation of the leading features of the Roman pronunciation is taken from Prof. Peck's "Latin Pronunciation Practically Considered," a copy of which he kindly lent the writer.

VOWELS.

"Each vowel had in general a single elementary sound. Though position somewhat modified the quality of this sound, yet the only important vocal distinction between 'long' and 'short' vowels, was that of quantity. The following are approximate English equivalents of these vowel sounds:

<i>Long.</i>	<i>Short.</i>
a as in father	a as in dogma
e as in they	e as in valley
i as in machine	i as in unity
o as in pole	o as in police
u as in rude	u as in put

DIPHTHONGS.

In pronouncing the diphthongs, each element should have its own individual sound, but as these two sounds are made with a single emission of breath, the practical analogues in English are these:

<i>Long.</i>	<i>Short.</i>
ae (or ai) as <i>ai</i> in <i>aisle</i>	ei as <i>ei</i> in <i>vein</i>
au as <i>ou</i> in <i>house</i>	eu as <i>eu</i> in <i>feud</i>
oe (or oi) as <i>oi</i> in <i>oil</i>	ui as <i>ui</i> in <i>suite</i>

SEMI-VOWELS.

j uniformly like <i>y</i>	v uniformly like <i>i</i>
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CONSONANTS.

c always like <i>k</i>	s always like <i>s</i> in <i>sit</i>
g always like <i>g</i> in <i>get</i>	t always like <i>t</i> in <i>fill</i> ."

(2.) The Continental method. This name is evidently a misnomer, since it is true that, excepting those schools (whose number is gradually increasing) where the restored pronunciation has been adopted, Latin is pronounced by each European nation in general

after the analogy of its own tongue. The "Continental" method is dismissed in Harkness' Grammar in four lines, and is totally ignored in Allen and Greenough's. It is at present used in very few colleges of note in this country.

(3.) The English method. This complex and elaborate system of rules and exceptions may be found in Harkness' Latin Grammar.

Which of these three methods is preferable? It is evidently unworthy of real scholarship either seriously to advance, or to be compelled to refute such arguments (!) as consist in ridiculing the sounds which seem absurd to an ear unaccustomed to them, and in weak punning on such words as *Cicero* and *Cæsar*. I quote from Prof. Blair's work on "Latin Pronunciation," page 70. "Weak as is such reasoning, it has stood and still stands more in the way of fair argument on this subject than any other obstacle. It may 'be worth while to confront it with a counter objection of the same form but more valid. Shall it be thought that the Romans could not have said *kikero*, *kesso* and *pakis*, and yet that they *could* have said *esca*, *essæ*; *bucca*, *buccæ*; *Perdiccas*, *Perdicæ*; *Marcus*, *Marse*; *floccus*, *flocsi*; *pax* (*paks*) *pasis*; *docui*, *dosere*; *cadere*, *sesidi*; *dico*, *disis*; *dos(i)tum* and *doctum*; *audas(i)ter* and *audacter*?"

Adopting to some extent the points made by Prof. E. W. Coy, Principal of the Hughes High School, Cincinnati, in speaking before the Hamilton County Teachers' Association last year, I will attempt, in brief space, to show that the Latin or Roman method is preferable for the following reasons: I. It is simpler and easier and hence takes less time to learn. II. It is more euphonious. III. It is an aid to English etymology, especially in tracing the *kinship* of words; while the value of the so-called "English" pronunciation in tracing the origin of English words is largely overestimated. IV. It is, within practical limits, correct. V. It is of great importance in determining the quantity of syllables. VI. It is rapidly gaining ground and is destined to prevail.

I. This method is *simpler* and *easier* and hence takes less time to learn. Which is simpler and easier to learn, to remember, and to put into practice,—the long involved rules for the so-called English pronunciation of vowels in Latin, with four specifications for their long sound, as in *fate*, *mete*, *time*, *note*, *tune*, and six exceptions and three "sub-exceptions;" and the rule for their short sounds as in *fat*, *met*, *fit*, *not*, *bun*, with three specifications, four exceptions, and three "sub exceptions;" and the rules for *c* and *g*, followed by three exceptions; and finally, an elaborate rule for the aspiration of *c*, *s*, *t*, and

x, having various exceptions,—or, on the other hand, the “Latin” method, by which each vowel and each consonant has one quality in all positions ?

“But,” some one will say, “those long rules and exceptions are easy to learn and to apply in pronouncing Latin words, because the pupil has *already* learned them and constantly applies them in the pronunciation of *English* words ; this is the *English* method, you know !” Let us try one of those rules of the English method, in the pronunciation of English words. Take the rule that vowels have their long English sounds in penultimate syllables, before a single consonant or a mute with l or r ; pronounce any page of *English* words and you find numerous violations. We say dev-il, not de-vil ; schol-ar, not scho-lar ; Lat-in, not La-tin ; nov-el, not no-vel ; doc-ile, not do-cile ; ten-et, flor-id, fet-id, trav-el, for-est, frag-ile and so *ad libitum*. Take another,—in all accented syllables, not penultimate, before one or more consonants, vowels have their short English sound, e. g. *dom-i-nus*. Let us try the English. We say o-pen-er, not op-en-er ; ca-pa-ble, not cap-a-ble ; bla-ma-ble, i-ci-cle, i-dle-ness, migh-ti-ly, etc. So with consonants ; c and g have their soft sound before e, i and y. But consult an English dictionary : you will find, without difficulty, forty or fifty well-known words in which g has the *hard* sound before these letters, as in get, give, and the like. Out of one hundred and ninety-three words in Webster, beginning with gi, ninety-eight have the hard sound. Again, a-g-g-e-r in Latin is pronounced “adger” by these rules, and s-t-a-g-g-e-r, in English, is stagger. Even in English words we say give, gave, given, get, got, gotten, preserving the hard sound of g before e and i, instead of saying jive, gave, jiven, jet, got, gotten, which would be in accordance with the rule that requires rego, rejere, etc. The simpler method, naturally, will require less time for its mastery ; and this fact has been confirmed by the experience of teachers who have understood and taught both methods. The following statement was made by Prof. Robinson Ellis, of the University of London, in a report before the Philological Association of Great Britain in 1874, in introducing the subject of Latin Pronunciation and speaking particularly of the “Syllabus of Latin Pronunciation,” by Profs. Palmer and Munro : “On one point there seems to be a very general agreement ; wherever it has been introduced, it has been adopted without difficulty by students of all ages, even by the youngest boys, from ten years old upwards.” Prof. A. S. Wilkins, of Owens College, in a recent letter says, “ * * * * there is usually a little difficulty with students who have been trained in the conventional pronunciation but it soon passes off.” Prof. Peck

speaks of the great simplicity of the ancient system and says there is no reason for supposing that the sounds,—which are constant for each letter—are difficult of attainment. Mr. Tetlow says, “It is simpler far for beginners than the English. * * * The teachers who use it are, I think, all of the opinion that beginners have no difficulty with it.”

II. The Roman method is preferable because it is *more euphonious*. Naturally the regularity and the greater openness of the vowel sounds, and the omission of the harsher consonantal sounds represented by the English *ch, sh, j, z, and v*, will produce a more euphonious result. This can be illustrated very clearly by actual comparison in utterance and only so.

III. The Roman method is preferable because it is an *aid to English etymology*. I am aware that this statement carries the war into Africa, and attacks the favorite argument and chief stronghold of the defenders of the old method. In the pamphlet of Prof. Peck we find the following: “It greatly facilitates the whole subject of etymology. (1.) Inside the Latin itself, if each letter always has its own sound, the relationship of words is not lost by vocalic variations of the root, by changes in derivation, declension, conjugation, composition, etc., as *ago, egi, acer, acies, acuo; amicus, amici, amicitia; cado, cecidi; capio, incipio*, etc. (2.) Infinitely more evident become the affinities of Latin to cognate languages.” I can not do better here than to quote from Prof. E. W. Coy, who says: “As to the value of the English pronunciation (so called) of Latin in determining English etymology, I am satisfied that it is a delusion and a snare. It is by the eye chiefly that we derive and determine derivations; I mean such derivations as those who advocate the English pronunciation value most highly.” This derivation of English words cannot be safely and accurately determined by their sounds for the simple reason that there is an utter lack of uniformity in the pronunciation of English vowels and consonants.

Prof. T. R. Lounsbury in the December *Century* shows that there is a most lamentable state of things in the English language in this regard. We might say, for example, that adopting the soft sound of *g* before *e, i* and *y*, will assist us in determining the derivation of such words as *gentile* and *genuine* by the sound from the Latin words *gens* and *genus*. But what shall we say of the English word *gibbous* derived from the Latin *gibbosus*? Will the “English” pronunciation aid us then?

This suffices to show us (1), that the determining of the derivation

of English words, *by their sounds*, from the sounds of the Latin words whence they are derived is *loose* and *uncertain*; (2), not only so, but it is positively *misleading*. To quote again: "Is it necessary to pronounce *machina* as if it were spelled with sh, 'ma-shine-ah,' in order to recognize the connection between it and our word machine, and then to pronounce it 'mack-i-nah' to derive from it machination?" Says Prof. Coy: "If we are to rely upon the sound, we might as well derive celery from *celer* (as one of my pupils under the old system once did), as to derive from it celerity; and the derivation of restaurant from *res*, a thing and *taurus*, a bull, hence 'a *bully thing*,' is entirely philosophical."

This uncertainty might be illustrated almost without limit. Comb might thus be set down as derived from *coma*, a head of hair, clam, a shell fish from *clam*, which means hidden or secretly; or the embryo astronomer's etymological definition for equinox would be correct, *equus*, a horse, and *nox*, night, hence equinox equals a nightmare! Thunder might be connected with *tundo*, to strike; or canary, with *cano*, to sing, i. e. a singing bird; ferry, with *fero*, *ferre*—all of which are incorrect. Take the words fanatic and fancy, which, judging by the sound, or even by their meaning, might be from one source. But no; fanatic is connected with *fanum* a temple, while fancy is originally from the Greek *φαίνομαι*, to appear. If we are to depend upon sounds for etymologies, is the Roman or the English preferable in showing the connection between caution and *caveo* (English pronunciation, cay-vee-oh; Roman pronunciation, cah-we-oh); between augment and *augeo* (English, aw-jee-oh; Roman, ow-ghe-oh); between anguish and anxious and *angere*?

There are many more serious blunders to be traced to the same cause. For instance, our word whole was for a long time supposed to be derived from the Greek *ὅλος*, solid or entire. Both the form and the meaning seemed to justify the derivation. But the two words have no connection whatever. The word *ὅλος* in Greek, beginning with the rough breathing, H, is the same as the Latin *sollus*, *solidus*, and English solid, while whole is the same as the Greek *καλός*, beautiful or perfect, the W, as is well known, being an intruder. Any one familiar with Grimm's Law for the Permutation of Consonants would see the connection at once. Hale, meaning healthy is the same root under another form. Similarly call was supposed to be derived from the Greek *καλέω* (Latin *clamo*), because it *sounds* like them. But it has no relationship with these words; *καλέω* is seen in our word hail, on the same principle that whole or hale is akin to *καλός*; while call is akin, on a similar principle, to the Latin *garrio* or to *gallus*, a cock.

It is a maxim in accurate etymology that a supposed derivation which *sounds* probable, is *for that reason* to be suspected.

This haphazard derivation by mere suggestion—guesswork—from the sound of English words is utterly vicious; while the ordinary work of deriving, e. g. science from *scio*, animate from *anima*, mental from *mens*, solitude from *solitudo*, corrupt from *con* and *rumpere*, project from *pro* and *jacere*, and the like, which it is claimed (though, I am convinced, without good grounds) will be hindered or even rendered impossible to pupils trained in the Roman method—this work of “jingling out” Latin roots for English words is far less interesting, of far less value, and does far less to produce accurate scholarship, to create a real interest in, and zeal for, the study of language, and to develop a *power* over language, than does the tracing of the *kinship* between words of our own language and the words of the Latin and Greek. It is plain to a thoughtful classical scholar, that almost any pupil will be more interested in the fact that *canis* and *κύων* and hound are the same word; or *genus* and kin or kind; or *θήρ* and *fera* and deer; or *frater* and brother; or celo and hell; or *καρδιη* and *cor*, *cordis* and heart; or *carpo* and harvest; or *κεφαλή*, *caput* and head; or *γόνυ*, *genu* and knee; or *ρήγνυμι*, *frango* and break or *πύξ* and *pugno* and fight; or *doceo* and teach—than he would be to learn that canine and ferocious are derived from *canis* and *fera*. Now this kind of work, the tracing of the kinship of English words with the Latin and Greek words, is aided by a knowledge of the correct sounds of the Latin, for all these changes take place in accordance with certain well known laws, which would fail us if we were to give the sounds required by the old system. The scholar who uses the correct pronunciation is thereby trained and qualified to detect common roots like *jac*, and *fac*, and *dic*, wherever and under whatever disguises he meets them.

Prof. Wilkins says that in the use of the Roman method, there is no difficulty with English derivation. Principal Tetlow says: “The English pronunciation of Chaucer’s day was in most respects, a close approximation to Latin pronunciation, and the latter serves as an excellent introduction to the study of it. *Indeed the only kind of etymological study of English that is worth considering is greatly aided by the right pronunciation of Latin.*” The italics are mine.

IV. The Roman method of pronouncing is preferable because it is, within practical limits, *correct*. The article on “Latin Language and Literature,” by Prof. Van Rhyn, in vol. X of Appleton’s Cyclopædia (1875) makes the following statement: “It has been pretty well as-

certained what the ancient pronunciation was. Roby has an admirable exposition of it in his grammar, vol. I; and it is believed that the apparent difficulties in the way of making a change will soon be overcome, and the correct pronunciation generally adopted."

The question, "What was the Latin pronunciation of Latin?" is one that cannot be answered by a cursory study of the subject, nor will it probably ever be answered with absolute and unmistakable perfection of knowledge in all of its details; yet it is undeniably true that within practical limits it has been answered—by the most profound and accurate scholarship, by the most faithful and painstaking investigations performed by the greatest masters of classical learning and the science of philology on both sides of the Atlantic—in Germany, England and America.

Roby says that the pronunciation given by him would have been intelligible to Cicero or Cæsar, and would not have differed from his own more than that of educated men in one part of England would differ from that heard in other parts. Prof. Blair 'firmly believes that the true Latin sounds may in the main be known and may be sufficiently defended. * * .' Prof. Peck, after speaking of the difficulties in the way, and showing the advantages which the investigator of the ancient pronunciation has at the start (1) in the exceptionally late development of the Latin literature, the strongly practical character of the Romans and consequently the *phonetic* character of the language, and (2) in the lack of sounds of peculiar difficulty in the best period of the Latin, goes on to say: "With such advantages at the start, it would be a reproach upon Latin scholarship if earnest efforts were not made to realize the ancient pronunciation. In fact, by such efforts, patiently carried on in different times and countries, and by independent and different methods, a result has been reached which may without presumption be called the restored pronunciation." Mr. Roby in the letter before referred to says, "I believe the Roman pronunciation is ascertainable within quite sufficient limits;" while Prof. Wilkins says, "My reasons for adopting it were (1) a sure conviction that we can, for all practical purposes, reproduce the pronunciation of Cicero and Vergil; (2) the great assistance which is thus given to scientific philology." Prof. Warren says, "It is sheer 'inertia which prevents the reform from spreading more rapidly.'"

The consonants that are most noticeably mispronounced by the spurious method are c, g, j and v, pronounced as Latin letters "kay," "gay," "i (ee) consonans," and "way" or "wah."

The proofs adduced by Roby for the pronunciation of v as the En-

glish *w* (though as has been already hinted this point is disputed, as regards *some* uses of the letter, by some scholars—the discussion is an interesting one), are briefly as follows :

(1.) The same letter was used for both the vowel and the consonantal sound, and there is no doubt that the vowel sound was English *oo*, which “by a slight appulse of the lips” becomes *w*.

(2.) A sound practically identical with *w* is *generally* considered—even in the “English” pronunciation—to be the sound of *u* (the consonant) when following *q* as in *qui*.

(3.) The vowel *o* when following *v* (whether consonant or vowel) was retained till the Augustan age, though after other letters it had changed to *u* ; e. g. *servos*, later *servus*. We know that when *w* is before *oo* the combination is rather difficult.

(4.) *U* and *v*, i. e. the vowel and consonantal use of the same letter were frequently passing into one another in poetry : compare *re-li-cu-um* and *re-li-quum*, *ge-nu-a* sounded as *gen-ua* (Verg. Aen. V. 432) etc.

(5.) *V* between two vowels constantly falls away, as it were melted away ; compare *amaveram*, *amaram* ; *audiveram*, *audieram* ; *cavitum*, *cautum* ; *providens*, *prudens* ; *navita*, *nauta*, etc.

(6.) *V* in Latin almost never follows short *i*. Now there is no difficulty in pronouncing English *iv*, but *iw* is far from easy.

(7.) Consonantal *v* is never found before a consonant, or final, (while English *v* is often final as in *live*, *believe*), but always before a vowel. This is quite as it should be if *v*=*w* ; for *w* is unpronounceable except before a vowel.

(8.) The law of nomenclature of the Roman alphabet, their *a-b-c*, or as a Roman would have called it, their *ah-bay-kay* (Encyclopædia, Britannica, vol. I, page 611), according to which the *mute* consonants were denoted by placing a vowel after them, as *be*, *ce*, *de*, etc. (pronouncing *bay*, *kay*, *day*), and the *continuous* consonants by placing a vowel before them as *ef*, *el*, *em*, etc., and the fact that Varro named the Greek digamma, (to which the Latin consonantal use of *v* corresponded), according to the former method, shows that it was a mute consonant, and must have had the sound of *w*.

(9.) The labiodental *f* differs from the labiodental *v* only as *p* differs from *b*, *t* from *d*, i. e. the former is whispered and the latter is voiced. Now while the Roman grammarians clearly recognize and speak of the similarity between *p* and *b*, *t* and *d*, etc., and while they

speak at length of both *f* and *v*, they never suggest or appear to see any resemblance between them.

(10.) The ordinary and regular mode of expressing the Latin *v* in Greek transliteration was by the diphthong *ου*, and no distinction is made whether it be a vowel or consonant. Thus Valerius is in Greek, *Οὐαλέριος*; Veneti becomes *Οὐένετοι*; Servilius becomes *Σερουίλιος*, etc.; the modern Greek form for Wellington is *Οὐέλλιγγτον*.

The following anecdote is found in Anthon's Classical Dictionary, page 323: "Cicero (*de Div.*, 2, 4) mentions the cry of a person who sold Caunian figs at Brundisium, as a bad omen against Crassus when setting out, at the time, on his Parthian expedition. The cry of the fig-vender was *Cauneas* (supply *ficus eme*, or *vendo*), i. e. 'Will you buy Caunian figs?' and this to a Roman ear would sound very much like *cave ne eas*, pronounced rapidly, that is, *caw' n' eas*, the letter *v* being sounded by the Romans like *u*."

The arguments presented by Roby in proof of the fact that *c* before *e* and *i* was not pronounced as English *ch* (as it is in Italian), nor as *s* (as it is in French and English), nor as *ts* (as it is in German), nor as the surd *th* (as it is in Spanish), but uniformly like the letter *k*, are as follows:

(1.) Closely connected forms exhibit perpetual alterations of the letter following without any sign of a variance in the sound of *c* when followed by *e* or *i*. Compare *replictus* and *replicitus*; observe *dic*, *duc*, *sic*, *hunc*, which stand for *dice*, *duce*, *sice*, *hunce*; compare *decem* and *decumus* and *decimus*; *cipio*, *recipio*, *cepi*, *captum*, *receptum*; *cano*, *cecini*; *lacus* and its two datives, *lacubus* and *lacibus*.

(2.) The letter *C* was used in early times in words which were afterwards spelt, some with *C*, and some with *G*. According to the Encyclopædia Britannica, vol. IV, page 616, the letter *G* was not in the early Latin alphabet, but the sonant sound as in *Gaius* was represented by the letter *C*, thus *CAIVS*, while the surd sound was represented by *K*. Afterward, the surd and sonant sounds were confused, as is generally supposed, through Etruscan influence, and hence both letters, *C* and *K*, had the same sound. The letter *K* was dropped out as superfluous, never to be taken up again. Later on, when the surd and sonant gutturals were distinguished in sound, and the need of two letters was felt, a new letter was made for the sonant by slightly modifying the letter *C*, making *G*, while *C* retained the surd sound.

(3.) Quintilian, the most important Latin authority on this subject, unless it be Cicero, expressly says (I. 7, § 10) "*K quidem in nullis*

verbis utendum puto, nisi quae significat, etiam ut sola ponatur. Hoc eo non omisi, quod quidam eam, quotiens A sequatur, necessariam credunt, cum sit C littera quae ad omnes vocales vim suam proferat." Translated by Roby thus: "*K should not in my opinion be used in any word except in those for which it can stand by itself as an abbreviation. I mention this because of the opinion of some persons that K must be used if the vowel A follow it, though C is a letter the sound of which is heard before all vowels.*"

(4.) C is invariably represented in Greek transliteration by χ , be the vowel that follows what it may, and χ is invariably represented by Latin C. Thus when the Roman found the Greek word *Κιλικία*, he wrote it with Latin letters CILICIA; on the other hand the Greek rendered the Latin proper names SCIPIO and CELSVS in his own tongue *Σκιπίων* and *Κέλσος*. Very instructive are examples of Latin words in Greek characters, as *φημι* (*fecit*), *ποντιφικες* (*pontifices*).

(5.) Latin c was represented by the gothic k, and the early Latin words received into High German were all spelt with k, whatever vowel followed, as Latin *Cæsar*, German Kaiser; Latin *carcer*, German kerker.

The oft repeated argument from the confusion which existed in a few words between ci before a vowel and ti before a vowel, is fully disposed of by Roby, vol. I, pages l–lii. According to the great historian Mommsen, these letters were never thus interchanged before the 7th century after Christ.

What could be the force of the well-known Latin proverb, "*lucus a non lucendo*," and *how could such a play upon words originate* if the Romans pronounced the last word *lu-sen-do*? Take the word which in Latin translates and corresponds to our word cluck, an onomatopoeic word, evidently imitating the sound of the hen; it is *glocio* (by the spurious pronunciation "*gloshio, glosire*"). Which is it more probable that a Roman said to express "*the hen clucks*," "*gal-li-na glo-sit*," or "*gal-lee-na glokit*?" Would a Roman say for the "*raven is croaking*," "*cor-vus crosit*," or "*cowus cro-kit*?"

An interesting story in this connection is told by Julius Hyginus, a freedman of Augustus Cæsar's and a prolific writer, and translated by C. E. Miller, in an interesting paper on this subject, delivered before the Missouri State Teachers' Association: "*When the Romans as they were going through Tuscany, asked the inhabitants of AGYLLA what was the name of their city, they, not understanding the question, and thinking it polite to salute them said in Greek, 'χαῖρε,' which*

salutation the Romans thought to be the name of the city and taking away the aspiration called it Cære." It matters not whether this story be true or false; it shows conclusively that Julius Hyginus pronounced the c in Cære hard.

The arguments for the sound of g are similar to those for c. The argument from closely connected forms as *ager*, *agri*; the argument from transliteration by and for the Greek γ; the fact that no soft sound of g is mentioned by the Roman grammarians, and that there is no evidence of its having that sound at all before the fifth century after Christ, according to Corssen; these arguments apply here as similar arguments apply in the case of the letter c.

The arguments for the sound of j, which was the same letter as i, are fully as convincing. Space forbids their enumeration here: they may be found in Blair's "Latin Pronunciation," pages 25-29, or in Roby's "Latin Grammar," pages 42-44.

The sounds of the vowels as given above are in their natural order from open to close; they are nearly the sounds which are heard in all European languages, except the English: and by all authorities of ancient and modern times their quality in the Latin has been substantially agreed upon. For full treatment of the sounds of the vowels see Blair, pages 15-65, and Roby, pages lxix-lxxxiii of the preface and also pages 62-85. This remark made by Roby, page xxxiii, is suggestive: "I assume throughout, until the contrary be proved, that a letter has but one sound, except so far as it is necessarily altered by its position as initial or medial or final. The phenomenon presented by most letters in English of sound and sign having but a fortuitous connexion is, I believe, nearly unique." Prof. Henry Frieze of the University of Michigan, says: "Of all the modern methods of Latin pronunciation the so-called English is by far the most remote from the original and does the greatest violence to it, especially by completely *perverting* all the vowel sounds and thus giving to the vocal characters or letters a *vocal significance* which neither the Romans nor any other people ever dreamed of."

V. The Roman method is of great importance in *determining* the *quantity* of syllables. I have space only for a few quotations. Prof. Peck of Yale College says that the present agitation of the subject in Germany is particularly with reference to the importance of restoring to modern pronunciation the quantitative feature of the ancient. In his "Latin Pronunciation Practically Considered," he recommends the ancient pronunciation for this as the fourth reason, saying "If we would appreciate the rhythmic character of the best Latin prose, and the

music of Latin poetry, we must read and speak the language according to quantity." The whole section, too long for quotation, is well worth the examination of those interested in gaining the best results from the study of the classics. The important point urged by Prof. Minton Warren, of the Johns Hopkins University, will largely answer the questioning of those of us who dread, for our pupils, the task of mastering the quantity of syllables. He says: "One point * * * is to me of prime importance and of itself justifies the use of the Roman pronunciation as far as the vowels are concerned, and that is that the distinctions in quantity can be made far more easily, and in the hands of a good teacher a boy ought to be saved the necessity of learning all the elaborate quantity rules in the prosody."

The importance of the correct pronunciation of Latin in connection with determining quantity was set forth by Prof. Potwin, in the OHIO EDUCATIONAL MONTHLY for March, 1882, 'A Practical View of Latin Pronunciation.' He quotes from a letter written by Dr. E. A. Abbott, of London, as follows: "I retain it (the Roman method) at the City of London school, and intend to retain it owing to the advantage which the new system gives in the knowledge of the quantities of Latin syllables," and adds "No student of Latin needs this system so much as the English-speaking student. On the Continent, the native vowel-system answers tolerably well without change,"

Says Prof. C. E. Miller, in the pamphlet before mentioned: "Is it any wonder that the average student fails to comprehend and thoroughly understand the subject of Latin prosody? It could hardly be expected that he should when his rules of prosody are constantly at variance with his pronunciation. His rule tells him that a vowel before another vowel is *short*, but he pronounces it long as in *di-es*. His rule tells him that diphthongs are long, but when he declines *Cæsar*, he says Nom, Seize-her, Gen. Sez-her-iss, with the first syllable short." In a work on "Latin Pronunciation and the Latin Alphabet," by Dr. Leonard Tafel, and Prof. R. L. Tafel, the authors address to all lovers of classical learning, a number of interesting interrogatories, from which I select the following: "Can we expect the majority of our students to have the least idea why the vowel *e* in *nemus* and *i* in *miles* are pronounced long and receive an *entirely different sound* from the other cases, though they have the accent on the same syllable as in the nominative case? Will they not regard the vowel *e* in *remus* long, if they are taught to pronounce it as in me, and will they not regard the *i* in *militis* short, if they pronounce it like *i* in sit? Will they not get a wrong idea of the Latin metres if they are taught to violate Latin quantity in their pronunciation?"

VI. The correct method is *gaining ground* and is *destined to prevail*. The report of the Commissioner of Education for 1876 contained a special report by Prof. G. W. Richardson of Central University, Ky., on the subject of "Latin Pronunciation," in which were published the names of 237 Colleges in the United States. Of these at that time 72 used the Roman or Latin pronunciation, 75 the Continental, and 90 the English.

I have attempted to collect the facts in regard to the pronunciation used in the colleges of the country at the present time, with quite satisfactory results. The statistics are presented in tabular form below. Since Prof. Richardson's report, thirty-five colleges who then reported "Continental" or "English" now use the Roman; among them such prominent institutions as Harvard, Yale, Williams, Bowdoin, Vassar, Madison University, and the Universities of Minnesota, Tennessee, Nebraska and Chicago.

There are at present 396 colleges of various rank in the United States, classed as such by the Commissioner of Education. Of these 62 are under Roman Catholic Control, all of which, as I understand from the Professor of Latin in Georgetown College, D. C., and as stated by Prof. Richardson in his report, use the Continental method.

Total number of colleges in the United States.....	396
Of these the number of Roman Catholic colleges is.....	62

Not Roman Catholic.....	334
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The number from which I have as yet received no report is..	31
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Leaving 303 colleges which have reported.

Of these the number using Roman is.....	155
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" " " Continental is.....	34
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" " " English is.....	114
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That is, out of 303 colleges reported, nearly 52 per cent. use the Roman, 11 per cent the Continental, and 37 per cent. the English.

But, what is of *far more importance*, the correct pronunciation has been adopted, and is now in use, in those colleges which are the best endowed, are the most progressive, have the highest standard of requirements and the most valuable facilities for research and for culture in various departments, and whose faculties contain the most prominent men in classical and in educational matters in America. It is the pronunciation used in the nine universities which, taking all these points into consideration, may be said, probably without question, to stand by themselves in the very front rank of American educational institutions; viz, Harvard University, Boston University, Yale College,

Columbia College, the University of Pennsylvania, Princeton College, Johns Hopkins University, the University of Michigan.

The following is a complete list by States of the 155 colleges which have already reported to me as using the Roman method :

Alabama—Howard College, University of Alabama. Arkansas—St. Johns College of Arkansas. California—College of St. Augustine, University of California, Pierce Christian College, University of Southern California, California College. Colorado—University of Colorado, University of Denver. Connecticut—Yale College. Georgia—University of Georgia, Methodist College, Emory College. Illinois—Abingdon College, Hedding College, Illinois Wesleyan College, University of Chicago, Monmouth College, Mt. Morris College, Chaddock College, Westfield College. Indiana—The Indiana University, Bedford College, Ft. Wayne College, Indiana Asbury University, Butler University, Purdue University, Moore's Hill College, Ridgeville College. Iowa—Upper Iowa University, Humboldt College, Cornell College, Oskaloosa College, Central University of Iowa. Kansas—Highland University, University of Kansas, Ottawa University. Kentucky—Center College, Kentucky Military Institute, Georgetown College, Kentucky University, Kentucky Wesleyan College, Kentucky Classical and Business College, Central University. Louisiana—Centenary College of Louisiana, Leland University, Straight University, University of Louisiana. Maine—Bowdoin College. Maryland—Baltimore City College, Johns Hopkins University, Frederick College, Western Maryland College. Massachusetts—Boston University, Harvard University, Williams College, Wellesley College. Michigan—Adrian College, Albion College, University of Michigan, Battle Creek College, Kalamazoo College. Minnesota—Hamline University, University of Minnesota. Mississippi—Mississippi College, Rust (formerly Shaw) University, University of Mississippi. Missouri—Central College, Lincoln College, William Jewell College. Nebraska—University of Nebraska, Nebraska Wesleyan University. New Jersey—Rutgers College, Princeton College. New York—Alfred University, Wells College, St. Lawrence University, Elmira Female College, Hobart College, Madison University, Cornell University, College of City of New York, Columbia College, University of City of New York, Vassar College, University of Rochester, Union College. North Carolina—Davidson College, Wake Forest College. Ohio—Ashland College, Baldwin University, German Wallace College, University of Cincinnati, Farmers' College, Ohio State University, Ohio Wesleyan University, Hiram College, Western Reserve University, Franklin College, Rio Grande College, Miami College, Wittenberg College, Otterbein University, Wilberforce College, Willoughby College, Wilmington College, Xenia College, Richmond College, Miami University. Oregon—McMinnville College, Pacific University. Pennsylvania—Geneva College, Dickinson College, Pennsylvania Military Academy, Haverford College, Franklin and Marshall College, University of Lewisburg, Allegheny College, Mercersburg College, Westminster College, University of Pennsylvania, Lehigh University, Washington and Jefferson College, Waynesburg College. South Carolina—Furman University, Newberry College. Tennessee—East Tennessee Wesleyan University, King College, Southwestern Presbyterian University, University of Tennessee, Manchester College, Vanderbilt University, Winchester Normal. Texas—Southwestern

University, Austin College. Virginia—Randolph Macon College, Emory and Henry College, Hampden Sidney College, Washington and Lee University, Richmond College, Roanoke College, University of Virginia. West Virginia—Bethany College, West Virginia College. Wisconsin—Lawrence University, Galesville University, University of Wisconsin, Milton College, Racine College, Northwestern University. District of Columbia—Columbian University, Howard University. Utah—University of Deseret. Washington Territory—University of Washington Territory.

In several colleges where the old method has not yet been dropped, the Roman is allowed, and students trained in that method in preparatory schools are instructed to retain and use it consistently; e. g., in Dartmouth, Amherst, Kenyon, and Marietta Colleges, Syracuse and Iowa State Universities.

Of the 31 colleges from which I have received no report, nearly all are comparatively small and unimportant colleges in the States south of the Ohio and west of the Mississippi.

As regards preparatory instruction, the Roman method is that used in the preparatory departments, preparatory academies, or college schools which are connected with over 100 of the colleges named above. It is also the method used in at least 28 out of 46 prominent academies and classical preparatory schools with which I have corresponded. The list is as follows:

Harmon Seminary, Berkeley, Cal.; Oakland High School, Oakland, Cal.; Hartford High School, Hartford, Conn.; Allen Academy, Chicago, Ills.; Friends' Elementary and High School, Baltimore, Md.; Chauncey Hall School, Boston, Mass.; Girls' Latin School, Boston, Mass.; J. P. Hopkinson's Private Classical School, Boston, Mass.; Public Latin School, Boston, Mass.; Cambridge High School, Cambridge, Mass.; Joshua Kendall's Day and Family School, Cambridge, Mass.; Cook Academy, Havana, N. Y.; Ithaca High School, Ithaca, N. Y.; Kingston Free Academy, Kingston, N. Y.; Chartier Institute, New York, N. Y.; Columbia Grammar School, New York, N. Y.; New York Latin School, New York, N. Y.; University Grammar School, New York, N. Y.; Park Institute, Rye, N. Y.; Union Classical Institute, Schenectady, N. Y.; De Veaux College, Suspension Bridge, N. Y.; Rev. M. R. Hooper's Academy for Boys, Yonkers, N. Y.; Franklin and Marshall Academy, Lancaster, Pa.; York Collegiate Institute, York, Pa.; Norwood High School and College, Norwood, Va.; University School, Petersburg, Va.; Shenandoah Valley Academy, Winchester, Va.; Markham Academy, Milwaukee, Wis.

The Roman method is also used in the Public High Schools or Public Latin Schools of the following prominent cities (which, owing to lack of time, is a very incomplete list), viz.:

Connecticut: Hartford (will probably be introduced soon), New Haven. Illinois: Decatur, Alton, Quincy. Indiana: Ft. Wayne, Logansport. Iowa: Davenport. Massachusetts: Boston, Quincy, Concord, Cambridge. Michigan:

Ann Arbor, Detroit, Grand Rapids. Missouri; Kansas City, St. Joseph, St. Louis. New Jersey: Jersey City. New York: Ithaca, New York, Troy. Ohio: Canton, Cincinnati, Cleveland, Columbus, Delaware, Mansfield, Springfield, Steubenville, Van Wert, Urbana. Pennsylvania: Philadelphia. Wisconsin: Milwaukee.

Though the investigation which has settled the question of the ancient pronunciation has been made largely by European scholars, yet in practical adoption of the results, the schools of those countries, conservative as in all things else, are far behind America. It is believed, however, by the most prominent classical scholars of the time, that the practical restoration of the ancient pronunciation in the schools of the world is certain.

I have made an attempt to collect facts and opinions of prominent men in regard to the usage in England and on the Continent, and the prospects for the future, with results which though not complete, owing to unavoidable slowness of correspondence across the water, are satisfactory so far as reached.

Prof. Frieze, of the University of Michigan, writes as follows: "As to England * * * while the effort toward improvement has been so far successful as to secure in the Universities a *perfect liberty* of choice both to instructors and students, whether to adhere to the old or to adopt the new method, such as is suggested by Roby and others, still from the very nature of English teachers and institutions, strongly conservative and often strongly prejudiced, progress in this, as in any other proposed change in their traditions, is extremely slow. * * * The truth is that in this matter as in a thousand others, we must not heed the backwardness or old fogysm of England. They reform slowly over there, but still they *do* and *will* reform, and each step is only a matter of time." Prof. Peck, of Yale College, writes, "My impression is that it is used in quite a number of the schools in England and that many of the University professors and fellows employ it. * * * In Germany there is considerable agitation of the subject." Prof. F. D. Allen, of Harvard, says, "The best of the younger generation of Latinists everywhere would gladly see it introduced, and must envy us the facility with which we adapt ourselves to the change." Prof. Robinson Ellis, of University College, London, in the preface to A. J. Ellis's "Quantitative Pronunciation," refers to the pupils trained in the new method in these schools: Shrewsbury, Marlborough, Liverpool College, Christ's Hospital, Dulwich College, and the City of London School. Prof. Wilkins, of Owens College, Manchester, Eng., writes: "I have used the Roman fashion now for ten or twelve years, with satisfactory results." Mr. H. J. Roby refers to

the following prominent Latin scholars who use it : Prof. H. Nettle-
 ship, of Oxford ; Prof. Postgate, Trinity College, Cambridge ; Rev.
 Dr. Abbott, City of London School ; Rev. Dr. Bell, Marlborough
 College. He also writes, “ * * * but this (the inconvenience of
 a change) would not last above 40 or 50 years, I take it, if the clas-
 sical schools once determined to adopt the new pronunciation, and
 the gain, I think, is decided in every point of view. Latin language
 is Latin speech, and Latin speech pronounced in our inconsistent and
 barbarous English manner, is an absurd contradiction in terms and
 misleading in numberless ways.” Prof. Warren, of the Johns Hop-
 kins University, refers to Profs. Postgate, of London University, Net-
 tleship, of Oxford, and Munro, of Cambridge, as advocates of the
 reform, and says, “ * * * although the English are very con-
 servative I am convinced that the Roman method will prevail.” He
 speaks of the agitation in France and adds, “The Germans are in ad-
 vance of the French in the adoption of the Roman method. In the
 best schools c is pronounced hard and other features are essentially
 adopted. Of course in the vowels less change was necessary for
 them. Bücheler, whom I used to hear lecture in Bonn, was very
 careful to follow the Roman method and very strict in his quantities.
 As he is the foremost Latinist in Germany, you may be sure he will
 make his influence felt.” I quote from a vigorous letter by Prof. C. J.
 Harris, of Washington and Lee University, “That this sort of pres-
 sure (‘idle prejudice or ignorant dogmatizing’) should be brought to
 bear in communities speaking and spelling their own language as we
 New-English (this in sympathy with Mr. Freeman) do ; and that the
 usage of the Old-English should be regarded as determining *ours* in
 this matter, are to me a philistinism ‘tolerable and not to be endured.’”

Says Principal Tetlow, in a recent letter : “The so-called Roman
 method of pronunciation is used in nearly all schools in this vicinity
 where Latin is a prominent subject of study. It is in my opinion
 destined to prevail. There are many signs pointing that way. Prof.
 M. M. Fisher, at last year’s meeting of the Philological Association,
 presented, through a friend, a paper in support of the English pro-
 nunciation of Latin on the ground that it was helpful in English
 etymology *and his views found no support*. The pronunciation he ad-
 vocated was treated as something *false* and *exploded*. Prof. Lane, of
 Harvard University, in his forthcoming grammar, will *totally ignore* the
 English pronunciation of Latin. Everything relating to sounds and
 forms will be treated as *if no such thing were recognized*.”

A late letter from Mr. A. J. Ellis indicates that the practical adop-
 tion of the reformed pronunciation in England is very slow, but he

says, "It is wrong to say that it has been 'laughed down' in England." As an indication of the extreme slowness of the English in adopting any reforms, read this lament from Mr. Ellis: "Our English Latin is only less vile than our English Greek. Here was another trouble—no one tried to alter the latter." This indicates that the reformed pronunciation of Greek, which is already *completely victorious* in this country, and is used by all reputable schools, has not yet been tried in old foggy England!

THE CLAIMS OF SCIENCE.

From an Inaugural Address before the Eastern Ohio Teachers' Association,
by E. S. Cox.

The demand for a stronger style of teaching is made with a natural and noble propriety by the advocates of physical science.

One cannot but regard with sympathy any movement which will give the young a firmer and better acquaintance with nature. "The mind loves its old home," says Emerson, speaking of this subject, and doubtless every clear spirit responds to the noble words. Besides, the men of science, or at least those of skill and ability, seem to have the right material in them, and their demand for the real in education comes out strong and clear. They are at least working where there is *life*, and a few of them, at any rate, are pursuing the path of truth into a high country.

Persuaded, however, although one may be, by the eloquent and admirable plea made for that subject by the advocates of physical science, it may still be worth while to examine somewhat temperately its claims and its relation to the better life of the schools.

One point may assuredly be granted, namely, that every well-nurtured boy or girl should somewhere touch nature at first-hand. In these times, one can scarcely conceive of a choicely trained intellect which has not received discipline or inspiration from that noble source. The method of the physical sciences is, in fact, needed if only to teach one the lesson of exactness in thought and work.

The scientific investigator is probably the clearest and best-trained worker on the planet. Even ordinary skill in manipulation fits one to become by and by a better craftsman. Not only this, it lays the foundation for those inductions which form so large a part of what is sane and solid in modern thinking.

The natural history sciences, one would think, would especially

the man that has a relative in the land wherein he is a stranger! By this I do not mean a bogus, ill-humaned relative, for a stranger is better than he, but a genuine, close and noble relative, one that adopts you at once, and throws open wide his house and lets in the sunlight to cure you of the weariness and ennui of the sea trip, and calls in his kind neighbors to stare at you, and ask strange questions of the wonderful country from which you came. Such a relative, I have the very best reasons to believe, I found in Darmstadt.

The next day after my arrival I became acquainted with a certain Mr. Oswald, a schoolmaster of the fourth class, in the boys' school of the city. I soon found that Mr. Oswald is a representative of a class of teachers who are claimed as a sort of indispensable article by their fellow teachers, a class that seem to exist for the express purpose of being secretaries, or members of committees on resolutions at Teachers' Associations; for without them, one may safely affirm, there would be no such things as Teachers' Institutes, Teachers' Associations, or perhaps anything of respectability to which *Teachers'* could be prefixed. Mr. Oswald is a member of half a dozen associations in different parts of Germany. He is secretary of the "Lehrer-Verein" of Darmstadt, and a kind of Nestor among the village teachers of the surrounding districts. Oswald is one of a class of men who are wedged in between the two extremes of society; and if that class of men seem never to rise above a certain point they still do not discourage one's hope of them, for they are always useful and never fall below one's expectations.

This pleasant man gave me such an enthusiastic and prominent introduction to the head masters and the other teachers, that in less than a day I had the freedom of the schools and came and went as I pleased. And it is something singular that although everybody else across the sea differs, or seems to differ from everybody else here, yet the schoolmaster is the same; he is pervaded with the same generous spirit, the same kindness to those of his guild. Two years ago I wandered through the streets of Akron and Cleveland, with the desire of seeing the schools, and though I was a stranger, in every place I received the same friendly welcome. But why pause and wonder at this? The secret lies in the peculiar nature of the work. For every work imbrowns the laborer with its own peculiar shade; and the man who enters the profession of teacher coarse and discourteous, and remains untouched by its beneficent influence, fails before long and is obliged to step down to make room for one with a more tractable disposition. The true teacher, one earnestly devoted to his work, one that is able, through individual force, to develope character besides

hearing lessons, is a noble being in every country; he carries with him an international disposition, a warm and genial heart.

From the teachers of Darmstadt I received letters of introduction to teachers of other cities, but my time of visiting schools was mainly spent at Darmstadt, and my observations are mainly derived from that place.

For many years the court of the Grand-Duche of Hesse has drawn to the capital the best elements of education and culture, and its school system is undoubtedly the fairest model in Central Germany. The city contains a "Polytechnic School," a "Gymnasium," a "Real Schule," and a school for the "Higher Education of Girls," besides its common public schools.

The common public schools in Germany are strictly and peculiarly national in their character. The government establishes and maintains them, and it must not be supposed that monarchies are charitable institutions. They are only generous in the expectation of getting "value received" at no small rates of interest. Under the government of Germany, a boy is material product from which is manufactured the required article, which when complete is labeled "Citizen;" and by citizen is understood one who diligently obeys all the regulations of his most Excellent Majesty's Government without remonstrance; an obedient and tough soldier, and a diligent and untiring laborer, so as to be able to pay the imposts and earn his own bread, but the former is to be secured first.

From the government point of view, the common schools *must* serve for the purpose of educating the youth so as to be most serviceable to the country, but from the German pedagogical point of view the youth is so to be educated as to be able to serve himself best. But it is needless to say that pedagogics and the government have not been on good terms with each other for years; and to keep the peace the government yields all feasible points to pedagogics. Thus it is that at one point the school system of Germany is narrowed down to a severe degree by government, and broadened and deepened by the excellencies of German pedagogics at the other, until it represents a huge pyramid, that neither rests on its base nor swings on its vertex, and so lies on its side, admirable for its magnificence, but pitiable for its position.

The system is adapted to educate the masses alike, and if it is excellent in this, that it reaches all (illiteracy is reduced to the lowest possible degree), it has this disadvantage, that it educates all alike without regard to individuality. And this perhaps more than anything

else accounts for the characteristic awkwardness of Germans when they reach our country, where every man is a whole peculiar to himself. And for the first time the embarrassed emigrant finds, when he comes to Castle Garden, that he is a piece separated from the big puzzle box, and that he has now come to a country where he finds no place into which he properly fits.

(To be continued.)

PRIMARY READING.

The following hints and suggestions were brought out at a recent meeting of Akron teachers.

How to produce good reading in my class is a subject that has concerned me deeply. When I first began teaching I thought that any one could teach reading; surely I would have no trouble in that line. But how soon I found out my mistake! The obstacles that presented themselves were numerous, and to overcome them and teach reading at all successfully has required my best efforts and taxed my ingenuity to the utmost.

To the child, learning to read is certainly a task; and it seems to me it is the teacher's duty to make it as pleasant a task to him as possible. I have ever striven to make the reading exercise one of pleasure to my pupils as a means of inspiring a love for reading, and of securing attention without which I could accomplish nothing. I have been careful not to prolong the lesson until the pupil became tired and uneasy. When the spirit of unrest began to make its appearance, then it was time for a change. Pupils must be made to love the work, the interest must be kept up, by varying the order of exercises as much as possible, and, of course, the teachers tact, patience and perseverance will many times be severely tried. We all have to contend with carelessness in word calling, putting in or leaving out little words, in articulation, mispronunciation, monotone, etc., all of which must be overcome by resort to different means and methods. Concert reading may serve to encourage the timid or weak, but it will not help the lazy. The reading of words in rapid succession both backward and forward, may help in word calling, but without the teacher's watchful care, it will beget the monotone.

Remember that I am speaking of young children. The eye must be trained to catch the words correctly at sight, the mind must be

awakened to a perception of the word-picture, curiosity must be excited, intelligence cultivated.

Not long ago I read that "upon the primary teacher depends the child's future success as a reader." There may be truth in that, and I think there is, but right here I would like to ask why it is that in the same class, under the same instruction, we find some children who, with little effort of their own and with little pains on the part of the teacher, read well, so that it is a pleasure for them to read and for us to listen, and others over whom the teacher has been sorely troubled, upon whom she has spent double the amount of time, are very poor readers. I call to mind a boy in one of my classes, and he is not a dolt either, for he is comparatively good at numbers, who can scarcely call a word correctly, even words of two, three or four letters he is unable to recognize. Am I responsible for his future success as a reader, by having failed to discover his peculiar condition and needs? Or does the fault lie in his memory or in his eyes? Some people are called color blind because they cannot distinguish difference between colors. May not something of the same kind apply in the matter of reading? The child sees words, knows they are words, but cannot tell the difference between them. Why is it that some persons excel in writing or drawing, others in mathematics or music, and others in reading? Is it not because all have not the same gifts?

Now, I am not seeking to find a mantle large enough to cover my failures as a teacher, neither do I wish to shirk any responsibility that ought to rest upon me, for I feel a conscientious desire to do the most and the best possible, for every child placed under my charge. But how may I know when my whole duty has been done, and where my responsibility ends?

S. P. BENNETT.

It is the aim of the teacher in teaching reading to get the children to read as they talk, and in order to accomplish this in any degree, it is necessary that the children feel the force and the meaning of the words they read, as they do with the words they use when they talk. The word uttered when reading should be made to live, as it were, and not be merely a thing in a book which suggests no thought, presents no picture to the mind, and thus awakens no interest. Pictures are the teacher's chief dependence in this work as objects cannot be readily obtained and the readers are amply supplied with pictures. Before coming to the reading lesson proper, place the new words found in it upon the black-board and drill on them by sight and sound. Now with books in hand and the teacher in such a position that he

can view each child's book get the story from the picture. Let one member of the class name an object he sees in the picture, all the others pointing to the object, then finding the word that represents it. Let another tell what the object is doing, its color, etc., the class finding the word or words expressing the action or descriptive of the object. When the picture has been thoroughly analyzed and its different parts and the words in the lesson associated, take up the printed story. In a lesson which is a conversation and only one side of it given, the side omitted given by the teacher will give the lesson a reality which it would otherwise not possess. Children like to imagine themselves some one else; we notice this in their play. In a lesson which will permit it, suggest to the reader to play that he is the person talking, and very often the drawling monotone will disappear, and a pleasant conversational tone take its place.

MARY H. SILL.

STATE EXAMINATION.

There were thirty-two applicants before the State Board of Examiners, at the meeting held Dec. 26, 27 and 28, five of whom were ladies. The names of the successful applicants will be announced as soon as determined. Through the favor of A. B. Johnston, Clerk of the Board, we are permitted to publish the questions used in the written part of the examination. No printed questions were used in the oral part.

SCIENCE OF EDUCATION.

1. What are the objects sought in education? What is their relative value? What are the qualifications of a good teacher? What is a good school?
2. What do you understand by educational methods? Is there a science of education; or are its processes experimental? Why? Describe your methods of instruction.
3. What is your plan for teaching language in the lower grades? To what formal studies do language lessons lead? What value has grammar, not secured by language lessons? When would you introduce grammar?
4. What great educational reforms can you describe?
5. What professional books have you studied? What educational periodicals do you read? How many volumes have you in your library? Do you read systematically? and is your reading discursive or special? If the latter, what is your specialty?

READING AND ORTHOEPEY.

1. Define reading, orthoepey ; accent, emphasis.
2. Describe the leading methods of teaching beginners to read. What are their comparative excellences ? Which do you prefer ? Why ?
3. What is good reading ? What are the requisites for it ? Describe the faults of vocal reading, and the corrections.
4. What is elocution ? Name the several styles of elocutionary reading. Intelligent reading presupposes what preparation ?
2. What are punctuation marks ? Punctuate the following quotation according to the various senses, and describe them :

*“Macbeth If we should fail
Lady Macbeth we fail”*

Macbeth I. 6.

GRAMMAR.

1. Define grammar. What is general grammar ? How does grammar differ from analysis ? from rhetoric ?
2. What is the object of this study ? What are the proper rank and method of this study in the common school course ?
3. Why are there eight, and only eight, parts of speech ? Is a word always the same part of speech ? Illustrate.
4. What is a notional word ? a relational word ? To which does the pronoun belong ? Why ?
5. Define inflection. From what language do we get our inflections ? What English words are inflected ?
6. Define case. Name and illustrate all the syntaxes of substantives. Define mode. Explain the several modes, and illustrate.
7. Define sentences, simple and complex. Illustrate. What are protasis and apodosis ?
8. Parse the words in SMALL CAPS :

“——WHAT though the field BE lost ?
All is not lost, th’ unconquerable WILL,
And WHAT is else not TO BE OVERCOME :
THAT glory never shall his wrath or might
Extort from me. To DEIFY his power
WHO from the terror of this arm so LATE
Doubted his empire, THAT WERE low indeed.”

Par. Lost, I. 105-114.

RHETORIC.

1. Definition. What is the specific aim of rhetoric ? Name some of its principles. Are these based on natural laws, or arbitrary ?

2. What is the distinction between rhetoric and logic? What class of arguments preferred by the rhetorician?
3. What are the essential qualities of discourse? What is style? a perfect rhetorical style? Describe periodic and aphoristic styles. Name an author marked by each style.
4. Distinction between prose and poetry? What is figurative language? To what extent should it be employed?
5. Give a systematic classification of the productions of literature.
6. Is the study of rhetoric of increasing importance? Why?
7. What have you written in the way of original composition?

ARITHMETIC.

1. A Wall street broker bought and sold 1000 shares of stock quoted at 150: what was the amount of his commission? What would it have been, had the stock been selling at 25?
2. Find the amount of a note of \$500, payable five years from date, with interest payable annually, at 8 per cent.
3. Write analysis: A, B and C do a piece of work in 4 days, A and C in 8 days, and B and C in 6 days; how long will it take A and B together to do it?
4. Which is fairer to the debtor, the Merchants' Rule, or the United States Rule, for partial payments? Why? State a case where one of them would not be equitable.
5. What must be the face of a note dated July 5th, 1882, and payable in 4 months to produce \$811, when discounted at 9 per cent.?
6. In what does the paper money of the United States consist?
7. The cube root of 1728 is what per cent. of the square root of .144?

ALGEBRA.

1. Prove that any factor may be transferred from one term of a fraction to the other, if, at the same time, the sign of its exponent be changed.
2. Find the factors of $a^{-3} + x^{-3}$.
 " " " of $16x^{\frac{3}{2}} - 16x^{\frac{1}{2}}y^{-1} + 4y^{-2}$.
 " " " of $a^4 + a^2b^2 + b^4$.
 " " " of $(x+y)^4 - r^8$.
 " " " of $a^{-4} - b^4$.
3. Given $9\sqrt{x^2 - 9x + 28} + 9x = x^2 + 36$, to find x .
4. Given $\frac{x+1}{x+2} + \frac{x-1}{x-2} = \frac{2x-1}{x-1}$, to find x .

5. An officer can form his men into a hollow square 4 deep, and also into a hollow square 8 deep; the front in the latter formation contains 16 fewer men than in the former formation: find the number of men.

6. Divide, by detached coefficients, $12x^4 - 192$ by $3x - 6$.

Find the price of eggs per dozen, when two less in twelve cents worth raises the price one cent per dozen.

8. Raise $x^{\frac{3}{4}} - y^{-1}$ to the 4th power.

9. Reduce $4 - \sqrt{7}$ to a general surd.

10. What place does algebra fill in a series of mathematics, and how does it differ from Arithmetic.

GEOMETRY.

1. Define: geometry, postulate, extreme and mean ratio, trapezoid, polyedron, prism, cylinder, zone, lune, and spherical pyramid.

2. Write the rule for finding the area of a circle, the radius and circumference being given, and prove the rule correct.

3. Find the area of a sector, whose arc is 20 feet, the radius being 10 feet.

4. Write rule usually given for finding the solid contents of the frustum of a cone, and give the geometrical demonstration of the same.

5. Theorem: If the radius of a circle be divided into extreme and mean ratio, the greater segment will be equal to one side of a regular inscribed decagon.

TRIGONOMETRY.

1. Wanting to know the distance between a house (D) and a mill (C) which were separated from me by a river, I measured a base line A B, 300 yds. long, and found the angle C A B $58^\circ 20'$, C A D 37° , A B D $53^\circ 30'$, D B C $45^\circ 15'$: what is the distance?

2. By means of a figure, show sine, cosine, tangent, cotangent, and versed sine.

3. The tangent of 45° is unity: compute the sine of 45° .

4. Give directions for finding the logarithm of a number having four places.

5. Show that in any plane triangle the sum of any two sides is to their difference as the tangent of half the sum of the opposite angles is to the tangent of half their difference.

GENERAL HISTORY.

1. Before the Greeks, what were the three most commercial nations?

2. What colonies were established by the Greeks? Effect of these colonies upon the civilization of the Hellenic race?
3. Between whom was the battle of Marathon fought? Effect upon the invaders?
4. Brief outline of the foreign conquests made by Rome.
5. Literature of the Augustan age? Name some of the writers and their works.
6. Compare the cities of Greece and Rome as they were in their palmy days.
7. Immediate object of the Crusades? By whom carried on? Effect upon commerce, upon feudalism, upon intellectual development?
8. Origin of Chivalry? Permanent effect?
9. Name some of the important events of the 14th century.
10. What led to the Reformation? Who were some of the leaders in this movement?

GEOGRAPHY.

1. How are oceanic currents produced? How are tides produced? Why higher on eastern than on western shores of continents?
2. How are geyser tubes produced? Explain how the water is ejected from a geyser.
3. What is the Tropic of Cancer? Why so called? Where is it? Why there?
4. How would you teach the geography of Ohio to a class of beginners?
5. What effect have deeply indented coasts had upon the growth and civilization of colonies or nations? Illustrate by examples.
6. Name seven of the largest rivers of the globe. Tell something for which each is noted.
7. Name the republics of Europe. Name and locate five great cities of the world, and tell to what each owes its greatness.

PHYSIOLOGY.

1. How are the substances which compose animal bodies divided?
2. How many elementary substances are there in the human body? Name them. Which are the four essential elements?
3. How is the process of nutrition carried on in organized beings?
4. What are the component parts of blood? Name the organs employed in its circulation.

5. Describe the heart, and the circulation through it.
6. What is the pericardium? the peritoneum? the periosteum?
7. Describe the larynx and its double function.
8. Name the digestive fluids, and tell where each is found.
9. Describe the liver, and tell what its peculiar function is.
10. Locate and describe the medulla oblongata.

PHYSICS.

1. How does gravitation vary with respect to mass? With respect to distance? Illustrate by an example.
2. A ball is shot from a gun with a horizontal velocity of 1,000 feet at such an angle that the highest point in its flight is 257.28 ft.: what is its random?
3. What is the length of a pendulum beating seconds at the Equator? In this latitude? Account for the difference?
4. The lever of a hydrostatic press is 6 ft. long, the piston rod being 1 ft. from the fulcrum; the area of the tube is $\frac{1}{2}$ sq. inch; that of the cylinder is 100 sq. inches. Find the weight that may be raised by a power of 75 pounds.
5. Give the theory of magnetism. Of electricity. State one marked difference.
6. What is the latent heat of a substance? What is specific heat?
7. Give laws of refraction of light. What do you understand by total reflection? Illustrate by a figure.

GEOLOGY.

1. What facts are taught by fossils?
2. Mention facts which tend to show a systematic development of animal and vegetable life.
3. How do you account for the great glacial period? How do you account for the disappearance of the ice?
4. What were the geological effects of the great glacier? Extent of the same?
5. Kinds and distribution of tertiary rocks?
6. How do you account for the sand ridges in Northern Ohio? Where in Ohio do Huron shales appear? What fossil has been found in this deposit?
7. What effect has heat had upon limestone? upon sandstone? upon coal? What is granite? What is chalk?

LABOR FOR FUTURE RESULTS.

CHARLES NORTHEND.

One of the most eminent and successful teachers of the present century once remarked to a pupil, who was restive under some well-merited discipline, "I care far less as to what you think of me and my treatment now than I do what you will think of me and my management twenty years hence." The teacher referred to was at the head of one of the oldest and best academies in New England,—an honor to his chosen profession, and highly esteemed by the community in which he lived and labored. Several years have passed since he was called to his reward, but the student to whom the remark was made is still living, and is a highly respectable and useful member of the clerical profession. Though at the time the remark was made he felt not its force, he has lived long enough to appreciate its truth and wisdom.

There is a lesson in this incident which we would be glad to impress upon the minds of teachers. The lesson is this: "Labor for the future good and usefulness of your pupils. Let all your instruction and discipline have reference to their usefulness and happiness as men and women in coming years." Probably there is no class of laborers more strongly tempted to gain immediate results than teachers. When the release from some difficult task, or from some well-deserved discipline, will secure the temporary good will of a pupil and the good opinion of his parents, the teacher is often strongly tempted to yield to a momentary pressure without considering what the effect will be upon the future of the pupil. In this way many a teacher of moderate abilities has gained an ephemeral popularity, while another of rare powers and marked fidelity has, for a time, failed to secure popular favor. But in "the long run," the strictly faithful and conscientious teacher will "bear the palm" and receive true honor and respect.

The true teacher will keep constantly in view the highest and best good of his pupils, and not allow himself to relax either in rules of study or discipline, merely for the sake of gaining the immediate good will either of pupils or parents. Let it be remembered by the teacher that his pupils will soon become citizens and that his great and constant duty is to give them such instruction and discipline as will tend best to prepare them for the duties of good citizens.

If a boy about to go upon a hunting excursion should be excused by an indulgent father from taking the necessary ammunition on the ground that he did not like the trouble of carrying it, he might, for the time, thank his father for the act of indulgence, but how will he feel when he reaches the hunting-grounds, finds the desired game abundant and himself destitute of the necessary materials for securing the same? Will he not feel inclined to censure his over-indulgent father for allowing him to come without the needed ammunition? Most certainly he will, and he will also feel that his excursion has proved a useless one—a failure.

It is the teacher's high duty to send his pupils forth into the community well stored with such information and discipline as they will need to enable them wisely and successfully to discharge the duties and meet the obligations which await all good citizens.

To the teacher we would say,—strive to be strictly faithful in all your duties. Aim not for mere temporary applause, but for the highest good of your pupils. In every case let the question be, not how will this or that course best please pupil or parent,—but rather, what course will best meet the approval of pupils when they reach the age of manhood? Strive to have your entire dealings with your pupils of such a nature that when you meet them as men they will greet you as one who has been faithful to them, and given them such lessons and discipline as has prepared them to “act wisely” their parts in life.

Teacher,—your duty is not simply to perform the “routine” duties of the school room,—but so to labor that you will daily do something, by word or action,—often more by action than by word,—to prepare your pupils for the wise and faithful discharge of the duties of good citizens. How soon the boys of to-day will become men,—powerful in their influence for good or evil! Which it shall be, depends largely upon those who shape their early discipline and education. Teacher,—don’t forget, that, in no small degree, you decide what the character and influence of the men and women of the future will be. —*Pennsylvania School Journal*.

A TEST IN GRAMMAR.

The following list of questions, prepared by J. V. Hilliard, county examiner, was used in the examination of teachers in Licking county. We offer a year’s subscription to the MONTHLY to the country teacher who submits the best paper of answers to these questions. The papers must be sent to J. V. Hilliard, Croton, Licking Co., O., not later than February 15. Authorities may be consulted, but the answers must be the result of the writer’s own investigation expressed in his own language. The manuscript deemed the best will be printed in the MONTHLY with the name of the writer. The number of points in each question and the credits to be given each are indicated.

-
1. Is it probable that a complete system of language was given to man? 1 pt., 3.
 2. What part of speech was first employed? Explain the reason. 2 pts., 3 each.
 3. Why is inflection employed in the English language? 5.
 4. Correct the violations in the following sentences, and parse the words you correct as they are when corrected:
 - a. We see the beautiful colors in the rain-bow, and are led to consider the cause of it.
 - b. My trusty concellar and friend have warned me to have no dealings with such men. 4 pts., 4 each.

5. What are the first steps to be taken for a proper understanding of English grammar ? 5.

6. But so shall it not be among you : but *whosoever* will be great *among you, shall be your minister* ;

And whosoever of you will be *the chiefest*, shall be servant of all.

For *even* the Son of man came not *to be ministered* unto, but to minister, and *to give his life a ransom* for many. 11 pts., 5 each.

Parse italicised words. Style of MS, 10.

NOTES AND CRITICISMS.

EXAMINATION OF TEACHERS.

The editor's remarks in the November number, page 481, concerning the licensing of teachers, suggests to my mind another feature in the law ; viz., the *time* for which certificates are issued, and the consequent necessity of frequent renewals.

I presume much may be said in favor of short certificates where we have no State Normal Schools, and where a large proportion of our country school teachers are not even graduates of the English course in our higher schools. But for the majority of the profession who are permanently settled in their vocation, it seems to me a farce clear through. When a medical student receives his certificate that he is qualified to practice medicine, that is the end of his *examinations*. If he has *finished his education*, as you suggest too many teachers have done, a discriminating public will soon relieve him from much practice. And so with other professions. Why need a different custom be adopted for the teacher's profession ?

I saw the examination papers of a well known successful teacher, one who stands high in the estimation of the teachers of Ohio, whose standing in some subjects might have condemned an applicant for the Cleveland High School. Yet the board of examiners would no more think of rejecting that teacher than they would of rejecting Principal Taylor, of the High School.

I know most excellent teachers of primary and kindergarten schools, wide-awake, enthusiastic, progressive, who cannot pass the stereotyped examination in arithmetic for a county or city certificate. I believe that when a candidate has received a certificate of qualification to teach, and has had that certificate renewed on the strength of successful experience for a certain period, that should end the matter of examinations except for advancement in grade. A.

CLEVELAND, O.

There ought to be an awakening among Ohio educators on the subject of school legislation—the manner of choosing school boards, truant laws, etc. Most of my teaching has been done in Massachusetts, under the wise legislation of such men as Horace Mann and Barnas Sears, and I wish some of their wisdom might descend on Ohio legislators—enough, at least, to divorce school management from party politics, publishing houses and their agents, and sectarianism.

A.

FACTS THAT HAVE THEIR EXCEPTIONS.

1. The most severe denunciation of the work done in teachers' associations and institutes, comes from those who are never seen in them. Tacitus's statement in the original—*omne ignotum pro mirifico*—fits in here, but not so well as its rather free translation by a modern—"The less you know about it the more racket you make."

2. Those who, in their own opinion, know best just what the columns of an educational journal should contain, are the ones who never subscribe for or contribute to it.

3. Teachers who declaim the loudest against the practicability of some new method of instruction or discipline, are most content when using some imperfectly understood one borrowed from another.

4. Those who most deplore the multiplication of titles and degrees, are disappointed seekers thereof.

"Bean-pods are noisiest when dry,
And you always wink with your weakest eye."

5. Those who most question the justly earned success of their educational brethren, are those who knock longest and loudest at the door behind which sits the editor of the "puff" column of the newspaper.

6. The poorest institute workers are those who wave the longest list of recommendations before the eyes of institute committees.

7. The lecturers who can best inaugurate the reign of King Bore are those who choose high-sounding subjects and bray under these disguises. After listening to their vapid utterances we can understand what Holmes means when he says: "It does seem as if perpetual somnolence was the price of listening to other people's wisdom."

8. The veriest slaves of text-books in the school-room are those whose home libraries present the most impoverished appearance. If the books belonging to the teachers of Ohio were collected into one pile, it would not require a large building to hold all worth preserving. One might look for good books in the homes of some teachers with the same result that Mother Hubbard did when she sought for a bone for her dog.

9. The miser in the bookstore becomes a spendthrift in the milliner's store or at the cigar stand.

10. Those who are in the forefront in the advocacy of the "New Education," bear about the same relation to it that our Mrs. Partingtons and Mrs. Malaprops do to Webster's Unabridged Dictionary.

E.

ANSWERS TO QUERIES.

No. 1, Q. 1, p. 31.—Monnett Hall is the Ladies' Seminary of former years, now incorporated with the Ohio Wesleyan University, at Delaware, O.

D.

No. 1, Q. 9, p. 32.—Produce the slant sides of the board and they will meet in a point distant $134\frac{2}{3}$ in. from the middle of the narrower end, and the area of the part produced will be $470\frac{2}{3}$ sq. in. To this add the narrower half of the board, area 1152 sq. in., and we have a new triangle, area $1622\frac{2}{3}$ sq. in., similar to the part produced.

The areas of similar triangles being as the squares of their like dimensions, we have $470\frac{2}{3} : 1622\frac{2}{3} :: (134\frac{2}{3})^2 : \text{to the square upon the line joining the vertex of the produced part to the middle of the line parallel to the ends of the board cutting off one-half the board; whence this last distance is } 249\frac{3}{8} \text{ in. From this take the altitude of the produced part and the remainder is the number of inches, } 115\frac{1}{8}, \text{ the dividing line is from the narrower end.}$

W. H.

The following solution of the same problem by V. G. Wehrheim, of Sparta, Ill., a veteran of the Mexican war, who is deaf and blind from a wound received at the battle of Buena Vista, is contained in a recent number of the *American Journal of Education*:

"Square each end, $17 \times 17 = 289$, $7 \times 7 = 49$; add the squares of the two ends together, $289 + 49 = 338$, the half of which is 169, the square root of which is 13, which is width of board where it must be cut in two; then the length of the two pieces is easily found, for one piece is 13 inches at one end and 7 inches at the other, the mean of which is 10 inches; now we have a board average width, how long must it be to contain eight square feet? $8 \times 12 = 96$, which divided by 10 equals 9 6-10 feet for one end, and the other may be found the same way."

Correct solutions with diagrams accompanying have also been sent in by John T. Getty, Massillon, O., Joseph Rea, Dresden, O., W. E. Slabaugh, Randolph, O., and J. P. Kuhn, Apple Creek, O. Mr. Kuhn adds the following postscript: "I solved a board problem like the above when I was on picket near Martinsburg, Va., during the winter of 1862-63. I thought at that time, that I had made a great discovery when I found a way by which to solve this problem arith-

metically after having been pronounced impossible by a number of fellow-teachers who were members of my dear old regiment. At present it seems strange to me that this problem should then be considered difficult or impossible by teachers of note and experience; but perhaps the old teachers of our regiment were more patriotic than mathematical at that time."

No. 1, Q. 7, p. 32.—*Theirs* is a possessive pronoun representing a personal pronoun in the possessive case, and a modified noun ("liberty") in the nominative case; its antecedent is "liberty;" it is neuter gender, third person, singular number, to agree with its antecedent, and is in the nominative case as predicate of the proposition, "Liberty was theirs," etc. (It has the same case as the basis of the complex element has, which it represents.)

As is a subordinate copulative conjunction, here used as an index of apposition. (T. W. Harvey.)

Men is a common noun, masculine gender, third person, plural number, nominative case, in apposition with "theirs," (agreeing with the modifying part of "theirs" in gender, person, and number, and with the modified part in case.) J. P. KUHN, Apple Creek, O.

Theirs is a simple personal pronoun; its antecedent is *fathers* understood, with which it agrees in masculine gender, third person, plural number, and possessive case; possesses *liberty* understood. *As* is a conjunction connecting *theirs* and *men*. *Men* is a common noun, masculine gender, third person, plural number, and nominative case in apposition with *theirs*. W. I. BRENIZER, Wadsworth, O.

"Liberty was *theirs as men*." *Theirs as men* is equivalent to *their right because they were men*. J. B. C.

What is the objection to putting "men" in the objective case after the preposition "as?"

No. 1, Q. 8, p. 32.—"*Five times eight* are forty" should be "*Five times eight* is forty;" equivalent to "Eight taken five times is forty." *Times* is in the objective case without the governing word expressed. *Are* need not be displaced by *is* if *units* be supplied after *eight*. J. B. C.

"*Five times eight*" or *eight* taken *five times* is forty.

Five is a cardinal numeral definitive adjective, and belongs to "times."

Times is a common noun, neuter gender, third person, plural number, objective case, without a governing word. (T. W. Harvey.)

Eight is a common, collective noun, neuter gender, third person, singular number, nominative case, used as the subject of the proposition "Five times eight are (?) (is) forty."

I consider the phrase "Five times eight" as the complete subject, and as phrases and clauses when used as nouns are singular, the verb should be singular. J. P. K.

"*Five times eight are forty*," expanded, reads "*The number eight taken five times is equal to forty*." *Eight* is a common noun, neuter gender, third person, singular number, and in the nominative case, subject of "is."

Five is a common definitive adjective; it denotes the number of times *eight* is taken; not compared, and belongs to *times*.

Times is a common noun, neuter gender, third person, plural number, and in the objective case, without a governing word.

We think the sentence, "Five times eight are forty," should be, "Five times eight is forty," because the meaning is, "*eight* taken five times is forty." If we say "Five times eight are forty," we make "*times*" the subject of the verb, whereas the subject of the verb really is "*eight*," and "*times*" is in the objective case. W: I. B.

QUERIES.

1. The following is the list of masculine names (devised by C. A. Cutter) which are indicated by placing the colon after the first letter: Augustus, Benjamin, Charles, David, Edward, Frederick, George, Henry, Isaac, John, Karl, Louis, Mark, Nicholas, Otto, Peter, Richard, Samuel, Thomas, and William. Is there a list of feminine names indicated in the same manner? W: I. B.

2. What is known about the Mecklenberg Declaration of Independence? W: I. B.

3. Dr. T. W. Harvey, in his revised grammar, page 198, remark 4, says: "Some verbs used as copulatives in the passive voice, have two objects, one representing a person or thing, the other a thing. When such verbs are made passive, either object may be taken as the subject, but the other, if retained, becomes a predicate nominative?"

Does he not make a mistake when he says: "But the other, if retained, becomes a predicate numerative?" W: I. B.

4. A stick of sawed timber is 10 feet long, 12 by 17 inches at one end, and 4 by 7 inches thick at the other; where must it be cut in two so that the parts shall be equal? (The ends are at right angles with two of the sides). JOSEPH REA.

5. Is it schoolmaster, or school-master? There is such excellent authority for both, that the MONTHLY has tried to be impartial. B.

6. What is the simplest method ever used to ascertain the velocity of light? JOHN T. GETTY.

7. What is the best method of preserving insects whole?

J. T. G.

EDITORIAL DEPARTMENT.

The late tragedy in a district school of Guernsey County, originating in an attempt on the teacher's part to require two unwilling youths to study grammar, and resulting in the death of the pupils, affords ground for serious reflection. No doubt the teacher did what he thought to be his duty when he ordered the young men—they were each about 20 years of age—to come forward to a recitation. No doubt they engaged in a very unlawful procedure when they made the attack. It is not at all likely, in spite of the presence there of a murderous weapon, that any one had death in his heart. Yet there is the awful, the sickening fact—the knife was used, and the two youths are in their graves. We shall not attempt to analyze this dread drama as to the parts played by the immediate actors, but where does the ultimate responsibility rest? It may be that the outrageous custom of "carrying out" a teacher occasionally, has not prevailed in that sub-district, and that this was the first attempt to put it into practice. But the fact that in some neighborhoods the miserable practice survives the dark ages in which it had its birth, and that its fame, or infamy, goes abroad and tickles the ears of unruly youths, has much to answer for. Behind this ugly custom is a public sentiment in such communities which refuses to recognize a row between the teacher of the school and an awkward squad of his big boys as a public disgrace, and it is not unheard of that the blatant disturber of the peace of a school is lauded as a hero at the bar of the unwashed congress assembled in the common loafing haunts of the vicinity.

The victim in this sport, or the person who is expected to play the part of victim, must submit to an indignity blasting to his hopes as a teacher and his self-respect as a man, or, like a bear in a pit, put his back to the wall and defend himself as best he can. There is, in a sadly large number of cases, no power to which he may appeal with any hope of relief, and a knowledge of this lack of heavier batteries to the rear invites attack. Hence, our loosely-gear'd school system must bear a part of the blame. The teacher, commissioned by the State and doing service for the State, should be held to the strictest accountability for the manner in which he performs his functions; but on the other hand, he should be as safe from personal interference as the judge upon the bench, or the Commissioner of Schools in his private office at Columbus.

But, sometimes, the true picture is unlike this one *toto cælo*. The people of each sub-district elect three men to be directors of their school, or as that is an ideal mode of stating it, three men in each sub-district *become* directors. It is their duty to act as a committee of the parents, as rulers of the miniature commonwealth, as supervisors of the school, as stewards of the State's bounty and of the local levy. They administer these several trusts in hosts of schools by "hiring" a teacher and fixing a time for the "trouble to begin;" then, as

was the case with Truthful James, "the subsequent proceedings" seem "to interest them no more."

If by this tragedy the people of Ohio are impressed with the need of more efficient organization and management of our country schools, the costly lesson will not be lost. Such contests as this was at the outset are not of unfrequent occurrence between teachers and their older pupils in country schools; fortunately they do not often have such a tragic ending. Teachers, often young and inexperienced ones, are employed and put in charge of schools and then left to their own resources. There is no course of study to guide them, and no authority behind them upon which they can rely in case of difficulty. If a boy prefers not to pursue a given study and his father is like-minded, the teacher's resort must usually be either his muscle or his wits. He has not, as a rule, the moral support of a course of study and a system of regulations enforced by authority of the board of education.

Is it not high time that all this were changed? Is it not time that rural schools, as well as those in the cities, had carefully devised courses of study and judicious systems of regulations for the guidance and support of teachers in the performance of their important and difficult duties? There seems no good reason for delay in a reform so necessary.

The first step to be taken is the necessary legislation to secure complete township organization. Each township should constitute one school district, under the control of one board of education. This board should be empowered to establish such schools and in such localities as will best meet the wants of the entire district, to prescribe a course of study for all the schools in the district, to adopt rules and regulations for the government of the schools, and to employ and pay all the teachers. The central school of each township should consist of two departments; one for the primary pupils in its vicinity, and the other for the more advanced pupils of the whole township. The teacher of this higher department should be *ex officio* principal or superintendent of all the schools of the township or district. He should be the advisor of the board in all matters pertaining to the instruction and management of the schools; he should prepare and submit to the board for its adoption a course of study to be pursued in all the schools; he should hold meetings of the teachers for consultation and discussion of methods of teaching and management; he should be the counsellor of the teachers in cases of difficulty; he should provide for the uniform examination of the schools, and perform such other duties within the sphere of a school supervisor as time and opportunity permit.

We believe the plan is entirely feasible and that it would be more effective in the renovation and upbuilding of our rural schools than anything else which has been proposed, not excepting county superintendency. In this connection we notice that the teachers of Illinois are moving in the direction of township principals, notwithstanding their county superintendency which has been in operation for at least twenty-five years. At the holiday meeting of the State Association at Springfield, a resolution was offered to the effect that the Legislature be petitioned to add the following provision to the school law:

"Upon petition of fifty voters of any school township filed with the township treasurer, it shall be the duty of the treasurer to notify voters of the township

that an election 'for' or 'against' a township principal of schools will be held at the next ensuing election of trustees. If the election be in favor of a township principal, the trustees shall appoint a suitable person and fix his compensation. It shall be the duty of the township principal to advise with the boards of directors in the township as to the courses of study, text books, candidates for positions as teachers, to advise with teachers as to methods of instruction and discipline, to hold teachers' meetings, to visit schools, examine classes, and to report to the proper authorities whatever is censurable."

We hope the time will speedily come when public sentiment shall be so thoroughly roused in relation to these matters that the necessary legislation to secure these much-needed reforms cannot be longer delayed.

It has long been a sincere conviction of the teacher within us that geometry should be a common-school study. Not that it should have a place in high-school curricula, to be pursued, at a distance and uncaught, during two or three brief quarters. It is granted at once that so much is already done for it, and, upon many hunting grounds, far more.

Unless students of geometry are led to do original thinking, or at least to make new applications of truths learned from the text-book, some of the best fruits are not harvested. But this crop in most cases is of slow growth. It must have time. Forcing will not answer. The books tell us that in high latitudes crops mature more quickly. Dame Nature stimulates the process by some tonics which ne'er were dreamed of in man's philosophy, and, consequently, (when he attempts to imitate her), upon his budding hopes there comes a frost.

By a "common-school study" our meaning is that it, geometry, should be a companion study to geography and grammar. The rural schools enjoy three R's, and they should have three G's. G for language and literature; G for the Earth as a great organism embracing also much reading of *where* and *how* man has lived and is living, and about his "fellow-mortals" the plants and animals; G for the study of figures in space, their construction, their properties, their susceptibility of indirect measurement.

The time for it can be subtracted from that usually given to the impractical parts of arithmetic. The youth of seventeen winters, some ten of them spent in the district school, knows, it is fair to take it, in addition to the fundamental rules of numbers and their common applications, something about annuities, alligation, cube root, and progressions; but he knows nothing, or next to nothing, about the triangle, the quadrilateral, the circle, though he is to live all his days in a world which is of such forms all compact, the work of an architect that Plato said "geometrizes continually." *How* to bring about the change? Much could be done if institute instructors should bring the matter before the county associations, setting in array the great practical results of geometric science and its merits as a means of mental discipline, taking some of the verbal rules of mensuration the lecturer might trace them to their origin in intuitive principles and definitions, that is,—in internal and external observation—and having shown the route as to its beginning and some of its bearings he might urge the teachers to walk therein. The great difficulty is, of course, the scarcity of teachers competent to substitute the elements of geometry, God's figures, in the stead of so much juggling with the nine digits, man's figures.

Papers read in public, whether addresses, lectures, essays, or what not, would be listened to with less patience, I mean that there would be less demand upon the patience of the listeners, if the writer, when at work in his study, would summon thither his future audience, and write, as in their living presence. Afterwards, when he comes upon the platform, he should never forget his audience. He is supposed to be talking *to* them and *at* them, and has no right to call upon an assembly to sit and watch him dig out the thought from unfamiliar sentences. Why, he is feeding himself not his flock.

He should, if he knows enough about his subject, write in a plain style which will be readily comprehended by the average listener; and when he finds he has made a mistake let him transpose the scale and also put in "grace notes," snatched from familiar tunes, illustrations drawn from every-day topics. When a general or abstract proposition meets no response, let it be put concretely. The Charybdis to this Scylla is that the process of oral translation and annotation takes time, and, it may be, time that is grudgingly given, that is claimed by the audience for other uses; and the speaker may have the disheartening assurance when he overruns his limit that his purest tones jangle harshly upon at least one ear—that of the next person on the program.

The safe plan is to do all this work of preparing mental food in one's own literary cook-shop.

It would do no harm if our readers from the platform pedagogic should give more attention to the vocal part of the performance. There is often a lack of mere force; and, more frequently, the words come like coins from well-worn dies, and their value is not immediately detected. Every listener who puts himself in a receptive mood, and lends his ear, has a right to hear without too severe a strain upon his nerves.

The Reading Club which was proposed in the MONTHLY some time ago does not enroll many names, but then, good causes are wont to grow slowly, and we have a close grip upon the hope that many other brethren and sisters will yet join. Members are wanted, not so learned that the labor will be useless, not so dignified that the bending will be perilous, not so tired that the study will be a weariness to the flesh.

In the order of their cards, this is the band: R. B. Marsh, Mt. Vernon, O.; W. R. Comings, Norwalk, O.; Samuel Findley, Akron, O.; John Hancock, Dayton, O.; S. Weimer, Navarre, O.; S. H. Herriman, Medina, O.; T. D. Brooks, De Graff, O.; Mrs. Anna M. Mills, Crestline, O.; M. S. Campbell, Youngstown, O.; Frank G. Lee, Plymouth, O.; G. Guttenberg, Erie, Pa.

Address box 70, Lancaster, O.

This number is considerably enlarged to make room for Prof. Hanna's paper on Latin pronunciation without diminishing our usual variety of matter. By extensive correspondence and patient research, Mr. Hanna has done great service to the cause of classical study. His paper will be of permanent value and interest to teachers and students of language. It was the intention to print with it Prof. Garst's discussion of the subject, which followed; but the great length of Mr. Hanna's paper precludes.

ERRATUM.—Page 82, Query 3, last line. For numerative, read nominative.

Some writers and talkers upon educational themes need to be reminded that nature did not intend that boys and girls of twelve should *be* matured men and women, but that they must *become* such by means of a quiet process of growth, assimilation, training, development, education.

That bashful young member of the Psychology class whose hand was up to hint that he had information struggling for utterance, affirmed, when he got permission, that he found it of advantage, while reading the section upon "Causality," to turn to the volume of proceedings of the National Educational Association for 1880, and to read Dr. Tappan's paper entitled, "The Complexity of Causes."

The following notice from the State Commissioner was received just after the last form of our January number went to press :

OFFICE OF
STATE COMMISSIONER OF COMMON SCHOOLS. }
COLUMBUS, O., Dec. 28, 1882.

I am informed by the Secretary of State that each of the members of the General Assembly will have for distribution 160 copies of the 6th volume of the Geological Survey, relating to the Botany and Zoology of Ohio. As no copies will be furnished this office for distribution, I wish to say through the MONTHLY that all teachers desiring this new volume should apply to the Representative or Senator of their respective counties or districts. Although I have not examined the work, I should presume a volume treating of the Botany and Zoology of the State, as they exist to-day, would be a valuable addition to any teacher's library.

It would be wise to make early application to the proper party.

D. F. DE WOLF, Commissioner.

EDUCATIONAL INTELLIGENCE.

—The anniversary of the birth of Washington will be celebrated in the Cincinnati schools this year.

—The Northeastern Ohio Teachers' Association meets at Cleveland on the second Saturday of February.

—The second Saturday of February is the time for the next meeting of the Greene County Teachers' Association.

—The schools of Millersburg, O., which had been closed for a time on account of diphtheria, were opened again January 15.

—The Cincinnati *Commercial Gazette* is devoting considerable attention to the Hamilton County Board of School Examiners—a favorable symptom.

—The annual meeting of the Superintendent's Department of the National Educational Association is announced to be held at Washington, February 7.

—Colored youth are admitted to all departments of the Columbus public schools on equal terms with the whites. We believe Springfield still holds out.

—Superintendent W. R. Comings, of Norwalk, reports for the first term of this school year an enrollment of 1,022 pupils, 102 of whom are in the high school department.

—The term of the Medina schools which closed December 22, says the *Medina News*, was altogether a prosperous one. The enrollment for the term was 345 pupils, 83 of whom were in the high school department. S. H. Herri-man is superintendent.

—The public schools of South Carolina have made great progress in the last five years. The attendance of white pupils has increased from 46,000 in 1877 to 65,000 in 1882, and in the same period the attendance of colored pupils has increased from 56,000 to 80,000.

—There is some disposition at Columbus to withhold from the city of Steubenville the usual appropriations of money for school purposes, on account of an alleged excessive enumeration. We know nothing of the facts in the case, but it is high time the enumeration returns of several Ohio cities were looked into.

—The Butler County *Democrat* contains the annual report of L. D. Brown, Superintendent of the Hamilton schools, for the last school year. There were enrolled in the schools 2,043 pupils, 95 of whom were in the high school. Mr. Brown recommends that the Board of City School Examiners be made to consist of three members instead of six.

—We are glad to learn that the Union Seminary at Poland, Mahoning County, under the principalship of Mr. H. J. Clark, is in a prosperous condition. The increased attendance has made the employment of an additional teacher necessary, and the services of Miss M. R. Eastman, a graduate of Smith College, Mass., have been secured.

—Buchtel College, Akron, O., is the recipient of another munificent gift from John R. Buchtel, its chief founder. He has just contributed \$100,000 to the endowment fund, making something over \$300,000 in all which Mr. Buchtel has contributed to the institution. Founders' Day was observed January 18. The chief address was delivered by Hon. James Monroe, of Oberlin.

—A union graded-school teachers' institute is to be held at Butler, De Kalb County, Ind., February 16 and 17, to embrace the counties of Williams and Defiance in Ohio, and De Kalb and Steuben in Indiana. State Superintendent Jno. M. Bloss and county superintendents James A. Barnes and Cyrus Cline, of Indiana, and superintendents C. W. Butler, of Defiance, and C. W. Mykrantz, of Bryan, and others, are expected to take part in conducting the institute. T. J. Sanders is superintendent of schools at Butler.

—The four-days' session of the Stark County institute, held the last week of December, was not largely attended, but it was a very profitable time for those in attendance. The instructors were M. S. Campbell, of Youngstown, and J. J. Burns, of Lancaster. Our correspondent says, "Mr. Campbell delivered an excellent lecture on 'Practical Education,' and Mr. Burns gave us 'The Boys,' and a new lecture of unusual literary merit, entitled 'An Evening with Roger Ascham.'"

The officers for the ensuing year are as follows: President, Sol. Weimer; Vice Presidents, R. C. Fawcett and F. E. Shively; Secretary, Geo. W. Yohe; Treasurer, C. W. Chapman; Executive Committee, E. A. Jones and John Ellis.

—We are indebted to Mrs. Anna M. Mills for a report of a meeting held in the Crestline high school room, December 26. About forty teachers were present. After an address of welcome by J. H. Snyder, class exercises in reading and arithmetic were conducted by Misses Lillie Kuhn and Laurie Stahley, of the Crestline schools. "Do We Teach?" was the subject of a paper by Superintendent Lincoln, of Mt. Gilead. J. M. Talbott presented the subject of "United States History;" J. M. Lasley, "Language Teaching," and A. B. Crist, "The Teacher's Apparatus." A recitation by Miss Lois Pope, of Bucyrus, and music by the Crestline high school, added variety and interest to the occasion. Commissioner DeWolf had been announced for an evening address, but owing to severe illness was not able to be present. The time was well occupied by Superintendent Manly, of Galion.

—The Holmes County Teachers' Institute, for 1882, convened at Millersburg, Tuesday, December 26, and closed Friday, December 29. Number enrolled, 103. A good interest was manifested. The instructors were Prof. O. P. Kinsey, of Valparaiso, Ind., and Prof. J. C. Hartzler, of Newark, Ohio. The institute was peculiarly fortunate in having two such good instructors. Prof. Kinsey's instructions were, in the strict sense, practical, and his evening lecture on "My Poets" was as fine a literary treat as we have ever listened to. Prof. Hartzler has been an instructor at the last three of our annual institutes. His work at each has been very satisfactory.

The following officers were elected for 1883: President, Wm. M. Burklew; Vice Presidents, Mary Morris and W. H. Farver; Secretary, Amy Stiffler; Chorister, W. V. Williams; Executive Committee, J. A. McDowell, Andrew Johnston, and S. H. Tidball.

The institute adjourned to meet in annual session, December 27, 1883.

The MONTHLY was not forgotten. Many good things were said about it, and several subscriptions were obtained for it. J. A. M.

—The Charlotte (N. C.) *Daily Observer*, of January 7, contains a glowing account of the organization and progress of the graded schools of that place. In the July number of the MONTHLY we noted the fact that Superintendent T. J. Mitchell, of Mt. Gilead, O., had gone to Charlotte to take charge of the schools there. He went to his new field of labor the latter part of June, and at once began active preparations for the organization of the schools. On the 11th of September the machinery of a complete system of graded schools was set in motion in Charlotte for the first time. It was supposed that the accommodations provided were sufficient, but the schools were all overcrowded the first day. Half as many more seats were ordered by telegraph, more rooms were provided, and more teachers employed, and it was not long until the pupils were all classified and the schools were in working order. Great enthusiasm prevails among the people as well as among the pupils. Other towns in North Carolina and neighboring States are looking on with deep interest, expecting soon to follow the example of Charlotte. Many towns have already sent committees to observe and report. Superintendent Mitchell is constantly in receipt of letters asking for information concerning the schools. We congratulate Mr. Mitchell on the happy inauguration of his work in the South, and bid him God speed. We hope other Ohio teachers will go and do likewise.

—The Ohio College Association held its annual session at Wooster, December 27 and 28. Nine of the sixteen colleges included in the association were represented. Able papers were presented as follows: Post Graduate Courses for Degrees, by Prof. Warder, of Cincinnati; Preparatory Education, by Prof. Geo. H. White, of Oberlin; Methods of Linguistic Teaching, by Prof. Sproul, of Cincinnati; Relations between Training and Knowledge, by Dr. O. N. Stoddard, of Wooster.

An animated discussion was had on "The Educational Value of Scientific Studies," in which all present joined.

Professors Fraunfelter, White, and Stoddard were appointed a Committee on Publication.

The Committee on Publication recommended that an effort be made to secure the publication of the papers read at this meeting in the Ohio Educational Monthly. This report was accepted, and the committee was continued.

The Committee on Nominations recommended the following for the ensuing year, who were unanimously elected:

President—Dr. J. Q. Scott, of the Ohio State University.

Vice President—Professor S. A. Ort, of Wittenberg College.

Secretary—Dr. S. J. Kirkwood, of the University of Wooster.

Treasurer—Professor Thomas McFadden, of Otterbein University.

Members of the Executive Committee to serve three years, Professor Elias Fraunfelter and Professor Samuel C. Derby; Member of the Executive Committee to fill vacancy for two years, Professor Henry Garst.

—N. W. O. T. A.—The thirteenth annual session of the Northwestern Ohio Teachers' Association was held at Findlay, December 29 and 30, 1882. The attendance was larger than at any previous session, and the program much longer than usual. Much of the success and interest of the meeting were due to Superintendent Ellis, Chairman of the Executive Committee, and to Superintendent Zeller, who did all in his power for the comfort and enjoyment of the members.

John Poe, member of the Findlay Board of Education, made a brief address of welcome, to which response was made by Superintendent Hartley.

Superintendent Dowd, in his inaugural address, took ground against school recesses. Some of the objections urged are that it affords an opportunity to catch cold; to get dirt on hands, face, feet, and floor; for the use of profane and obscene language; for the bully to be a bully; for excitement that will interfere with study; for misunderstandings and rows and all sorts of troubles that boys are as prone to as the sparks to fly upward. Superintendents Walker, Zeller and Hartley followed in the discussion, all agreeing with the position taken by the President. [We are sorry to learn that the anti-recess craze is becoming epidemic in the Northwest. Teachers should supervise the playground, but the recess should not be abolished.—Ed.]

"Practice *versus* Theory," by J. C. Light, of the Ottawa high school, was short but pointed. Discussed by H. S. Lehr and P. W. Search.

The paper on "Our Profession Objectively," by E. T. Fairchild, of Columbus Grove, brought out a very animated discussion by Ellis, of Sandusky, Hinsdale, of Cleveland, Jackson and Hartley, of Fostoria, and Dean, of Kenton.

"Evidences of a Glacial Period in Northern Ohio," by C. W. Williamson, editor of the Lima *Democrat*, was an interesting and profitable paper.

Mrs. Eva Maglott, of the Ada Normal School, read a suggestive paper on "The Teaching of Literature," in which she emphasized the value of books and early training in reading at home. The subject was discussed by Ross, of Fremont, Zeller, of Findlay, and De Ford, of Ottawa.

On Friday evening, Columbia Hall was packed to hear the address of Superintendent B. A. Hinsdale, of Cleveland, on "The Development of Character."

The first paper on Saturday, "The Teacher and the School," by Miss S. R. Platt, of Tiffin, was one of the most thorough and practical papers of the session.

"The Study of Psychology," by E. P. Dean, of Kenton, was a carefully prepared and well read paper. Discussed by John Ogden and J. W. Zeller.

"What Constitutes Teaching a Profession," by Prof. John Ogden, of the Fayette Normal School, was a lengthy but very practical paper. It was discussed by W. T. Jackson, A. G. Crouse, Alston Ellis, and J. W. Dowd.

Prof. White, of Oberlin, being unable to be present, his paper on "The Art of Questioning" was read by W. W. Ross.

Prof. Kirkwood, of Wooster, was taken sick soon after his arrival, and was unable to appear. His paper on "The Object of the Public School," was read by J. W. Knott, of Tiffin. It abounded in good things, and should be read and studied by every teacher in the State.

By unanimous vote, the papers presented by Mrs. Maglott, Miss Platt, Superintendent Dean, Prof. Kirkwood, and C. W. Williamson were requested for publication in the OHIO EDUCATIONAL MONTHLY.

A resolution requesting that the next meeting of the State Association be held near the center of the State, was voted down.

A committee, consisting of De Ford, Williamson, and Ross, was appointed to report at the next meeting the cost of publishing a thousand or more copies of the proceedings of the association from its organization.

The next meeting is to be held at Ada, Hardin County.

The election of officers resulted as follows: President: Alston Ellis, Sandusky; Vice President: J. W. Knott, Tiffin; Secretary: P. W. Search, West Liberty; Executive Committee: H. S. Lehr, Ada, H. W. Compton, Toledo, E. T. Fairchild, Columbus Grove. J. A. P.

PERSONAL.

—Miss Ellen Lord, of Portland, Me., has occupied the chair of Greek at Wellesley College for several years.

—Dr. Alston Ellis, of Sandusky, O., has been elected a member of Victoria Institute, the philosophical society of Great Britain.

—Prof. A. H. Tuttle, of the Ohio State University, has leave of absence and is studying in the Biological Department at Johns Hopkins.

—The teachers of Sandusky recently presented their superintendent, Dr. Alston Ellis, a handsome marble clock and mantel ornaments.

—William Hoover, of Dayton, is the author of "Tables for Computing Circular Arcs," soon to appear in the *Mathematical Magazine*, published at Erie, Pa.

—B. G. Northrop has retired from the Secretaryship of the Connecticut State Board of Education, a position he has held for many years. Chas. D. Hine is his successor.

—C. W. Prettyman is serving his fourth year in charge of the schools of Antwerp, O. His last annual report shows the schools under his charge to be in a prosperous condition.

—J. A. Lowe, superintendent of the Portsmouth schools, receives a very high compliment in a late number of the *Portsmouth Blade*. It speaks of him as "undoubtedly one of the ablest educators in the State."

—Miss Lucie M. Walker has resigned her position as teacher of vocal music in the Gallipolis schools on account of ill-health. Miss Rose Mulla, a graduate of the Columbus high school, has been employed to fill the vacancy.

—J. Fraize Richard has recently conducted a teachers' institute at Columbia City, Ind., and goes next month to Kentucky to conduct a normal session. He has been engaged as instructor in "Island Park Assembly," next July.

—H. T. Sudduth has resigned the principalship of the Bucyrus high school to take a special course in English and Anglo-Saxon at Johns Hopkins University. He is now at Baltimore and expects to spend the remainder of the school year there.

—Prof. E. R. Sill, of the University of California, has resigned his position and returned to his old home at Cuyahoga Falls, O. An article from his pen in the February number of the *Atlantic Monthly*, on Herbert Spencer's Theory of Education, deserves the attention of teachers.

• —U. T. Curran, for several years superintendent of schools at Sandusky, O., was the Republican candidate for the vacancy occasioned by the death of State Senator O'Hagan. We are sorry to add that Mr. Curran was not elected. There were too many votes on the other side.

—Chas. W. Super, Professor of Greek and German in Ohio University, who spent some time last summer in Europe in the study of school systems and methods of instruction, is giving an account of "educational matters abroad" in a series of letters to the *Western Christian Advocate*.

BOOK NOTICES.

The *Crittenden Commercial Arithmetic and Business Manual*. Designed for use in Schools, Academies, Commercial Colleges, and Counting-houses. By John Groesbeck, Principal of the Crittenden Commercial College, and author of Practical Book-keeping. New Revised and Enlarged Edition. Philadelphia: Eldredge & Bro. Price, \$1.35. To teachers, for examination, \$1.00.

There is very little of the philosophy of arithmetic in this book, nor does it deal at all in arithmetical puzzles. Its statements are characterized by brevity and accuracy, and the methods and processes are direct and practical. The

problems for practice are mainly such as occur in business life, and many of the labor-saving methods employed by experts are given. The last hundred pages are devoted exclusively to business forms and information—an excellent feature.

The Modern Series of Readers. By H. I. Gourley and J. N. Hunt. Pittsburgh: Published by H. I. Gourley.

The series is complete in four books. The paper, printing and binding are excellent. The first book is adapted to any of the modern methods of teaching beginners. Script letters are introduced, and lessons on word-building and review-lessons of all the words previously used are interspersed. The "pronouncing review" feature is also carried through the second book, which impresses us as one of the finest second readers we have ever seen. The matter is fresh, entertaining, and instructive; the illustrations are appropriate and beautiful; and the exercises for language practice are unequaled by any other attempt of the kind which has come under our notice. The same simple and practical plan of language teaching is carried on through the third book of the series. The selections contained in the third reader are characterized by simplicity of language and thought, and an elevated moral tone. The fourth book of the series is called the Grammar-School Reader. It contains selections from about one hundred authors, and each selection is preceded by a biographical sketch of the author from whom it is taken.

These books are deserving of extensive use. Scholarship and school-room experience have evidently been employed in their preparation. They are excellent and beautiful.

THE FEBRUARY MAGAZINES.

The North American Review contains "The Revision of Creeds," Part II., by clergymen of six different denominations; "The Experiment of Universal Suffrage," by Prof. A. Winchell; "The Decay of Protestantism," by Bishop B. J. McQuaid; "The Political Situation," by Horatio Seymour and George S. Boutwell; "Physical Education in Colleges," by Dr. D. A. Sargent; and "The Standard Oil Company," by Senator J. N. Camden and John C. Welch.

The Century has for a frontispiece a portrait of George William Curtis, and a sketch of this well-known essayist and orator is contributed by S. S. Conant. W. D. Howells begins a new story entitled "A Woman's Reason." Leading public questions receive unusual attention in this number, such as "The Jewish Problem," "The Evils of Our Public Land Policy," "Features of the New Northwest," etc. In "Topics of the Time," the evil ways of many of the money kings are discussed under the title "Thieves and Robbers;" also, the sensitiveness of Englishmen to American criticism, and other topics of interest. The above is but a part of the very full and rich table of contents.

St. Nicholas contains, as usual, a feast for the young people. An amusing story entitled "A Queer Valentine," is appropriate to the time. "In the Land of Clouds," by Joaquin Miller, describes an ascent of Mount Hood by a party of tourists. "A New Winter's Sport" will please the boys. Then there are continued stories, poems, short stories, the "Letter-box," "Riddle-box," etc.

The Popular Science Monthly, besides its usual store of thought, has several articles of special interest to teachers. The Rectoral Address of Dr. Alexander Bain, of Aberdeen, on "The University Ideal," contains a brief history of the higher education, and a statement of the present status of the university. It will interest all thoughtful educators. "Brain-power in Education" sets forth the insufficiency of examinations as tests of brain-power. The subject of "Machine Education" has prominence in the "Editor's Table."

The interest of teachers in the February number of the *Atlantic Monthly* will center in E. R. Sill's sharp yet friendly criticism of Herbert Spencer's "Theory of Education." Mr. Sill is an Ohio man who has for several years occupied a chair in the University of California, but has recently returned to his Ohio home. He has fine literary taste and wields a ready pen; and we believe his criticisms of what he calls Mr. Spencer's "exaggerated claims for natural science," and his "denunciation of literary studies," are discriminating and just. Some of the other leading articles are a continuation of the post-humous papers of Longfellow and Hawthorne. "Some Truths about the Civil Service," "The Morality of Thackeray and George Eliot," "Walter Savage Landor," and "Puget Sound."

The *Princeton Review* is published bi-monthly at two dollars a year. The first number for this year contains "Revision of the Tariff," by David A. Wells; "An Early American Version of the Scriptures," by Frances Bowen, Harvard University; "Disfranchisement for Crime," by James F. Colby; "The Theological Renaissance of the Nineteenth Century," by Prof. Allen; "Art and Ethics," by H. J. Van Dyke, Jr.; "The Latest Irish Legislation and Its Principles," by Sheldon Amos, LL. D., London. This magazine is printed on heavy white paper in large clear type, its articles are ably written, and in price it is a marvel of cheapness.

The January-February number of *Education* has more than a hundred well-filled pages. There is the conclusion of Zalmon Richards' "True Order of Studies in Primary Instruction," "Country Schools," by Hon. James P. Slade, of Illinois, "Necessity of Education for the Working-Woman," by Evelyn Darling, Yellow Springs, O., and many other excellent articles. We wish every teacher, school director and legislator in Ohio could read Mr. Slade's article on Country Schools. He makes a strong plea for the better organization and classification of country schools.

We have space only to mention the other periodicals of the New England Publishing Company, *The Weekly Journal of Education*, the *Primary Teacher* and the *Public School*, all of which we furnish at club rates.

The *Journal of Speculative Philosophy* for July comes late but is welcome. It is edited by William T. Harris, and published by D. Appleton & Co., N. Y. It deals with exalted themes, and often soars above the reach of ordinary mortals. The number now before us contains an excellent article by May Wright Sewall, on "The Idea of the Home."

The *Youth's Companion*, of Boston, has no superior among periodicals for young people. It is a necessity in every household where children are reared. Teachers who secure its introduction into the homes of their pupils do a good work.

Annual Report of the Columbus Public Schools, for the year ending August 31, 1882. R. W. Stevenson, Superintendent.

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure for Consumption, Bronchitis, Catarrh, Asthma and all Throat and Lung Affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousand of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. NOYES, 149 *Power's Block*, Rochester, N. Y.

—THE—

Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

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✓ PRECOCIOUS MENTAL DEVELOPMENT.

BY SAMUEL FINDLEY, D. D., SOMERVILLE, O.

The great tendency of the age is to encourage and foster the precocious development of the intellectual powers. To make the school-boy intelligent and learned beyond his years, is the favorite problem of both parents and teachers, and too frequently do they accomplish it. School boards, with all their enlightened wisdom, are the ready victims of the same fatal ambition, and hence many schools have imposed on them a curriculum of study which cannot be mastered by the pupils within the required time unless at the expense of the harmonious and healthful growth of the intellectual powers. Long and careful observation of the effects of this prevalent and growing evil, has induced me to direct the attention of the educators of the State and the friends of a pure humanity to this subject. The future status of our race—physically, intellectually, morally—depends on the educational theories which are reduced to practice in the school-room. Here a mistake may prove fatal, and at no time in the life of our children, is it so important that their instructors be guided by enlightened reason and true philosophy.

Judging from the large number of primary text-books, designed to

reduce the principles of the more abstruse sciences to the easy comprehension of the minds of children, and the readiness with which they are introduced in some of the most popular schools, I am compelled to arrive at the conclusion :

That many of the leading instructors of youth suppose it to be the great end of education to communicate facts—to pour into the mind, as into a vast reservoir, a large amount of information—to burden it with knowledge, as one would burden a pack-horse with corn—to stuff it with principles as you would stuff a purse with coin—not always regarding its actual capacity, being guided more by their conception of what it ought to be than by what it really is. Hence the pride with which teachers and parents often speak of the unusual intelligence of John or Mary. How far John surpasses those of his own age—that his preference is always for the society of men and women, that he takes no delight in the sports and rambles which so much attract boys and girls from their studies, and that his whole soul is on fire with the thoughts of the best writers, and that he always thinks wisely and profoundly on every subject.

One such specimen of precocious boyhood is enough to spoil the gambols of a whole neighborhood of boys. They cannot indulge an hour in bodily exercises congenial to their tastes, and appropriate to their age, without hearing from their ambitious parents the name of this intellectual prodigy, who has outgrown his boyhood, cast up to them as a model of intellectual greatness, who is not *wasting his* time (?) in childish sports but pursuing knowledge *like a man*. To please their fond but misguided parents, and to meet the unreasonable demands of the school-room, they must drive nature from her stronghold, and restraining their propensity to act rationally, they must enter their study and strive to be intellectually men and women before their time.

While the laws of their physical nature are thus ignored, how is it with the mind? Is its relation to a material organization taken into consideration, by those who are directing and developing its activities? Does the thought ever seriously enter their minds that the intellectual powers operate through the instrumentality of a mysteriously organized brain? That the successful and healthful development of the former must calmly await the growth and development of the latter? That the mind, however wonderful its innate energies, is limited in its capacity by the organism through which it acts? That the brain advances toward maturity and strength only with the healthful growth of the other parts of the body? And that its premature development resulting from the precocious activity of the mind, will abstract physical energy from the other animal functions, and ultimately enervate the

whole man? Let us seek an answer by examining the pile of textbooks we often find on the study-table of a boy of twelve summers. If a due regard to the laws of the mind and the body and their mutual relations had influenced his parents he would not have been sent to school till he was at least seven years old; but we learn that he has been a pupil under tutors since the bright age of five years. I am glad that this offence against nature is not committed as often as formerly; but I am sorry that school boards do not forbid the admission of scholars before the age of seven years. Boys are thus pressed forward in their studies, till at twelve, before the brain power is sufficiently developed, they are studying the most abstract rules of arithmetic, and algebra, together with grammar, geography and history, in each of which a lesson must be recited daily, together with the usual filling up of orthography, reading and penmanship.

A prodigy indeed! But such as we often meet, especially among our young girls, whose haste to become ready for the enjoyments of social life drives them, as with a goad, through their educational training. The result of this undue pressure of the mind is either very superficial scholarship, or a ruined physical system, trembling with the spasmodic twitching of overtasked nerves and weakened by chronic indigestion. The mind cannot *safely* receive more information than it can appropriate, by healthful digestion, to its own development. In this respect the mental functions are analagous to the physical. Overtask any muscle, and you weaken it, and induce general physical debility. Hence, after an unusually hearty meal, when the digestive organs are taxed beyond their normal ability, great lassitude prostrates the whole system, often ending in sleep. The great natural law governing these cases is this, that when the exercise of any function becomes excessive, the increased vital power needed in the emergency must be abstracted from other parts of the system. There can be no creation of vital power to meet the demands of the extraordinary activity of any one function.

The mind operates by means of the *brain*, which is the most impressible and the most complicated physical organ in man. By the susceptibility of this organ to external impressions, the mind acquires all its knowledge of the outerworld, and by the mysterious inter-working of the mental powers within this finely elaborated structure thought is developed and ideas find expression. There can, therefore, be no undue excitement of the mind which does not proportionately press into undue activity all the brain-power of the body. And through the brain the nervous system will be affected and a general prostration of the physical energies will ensue. Especially will the digestive organs

be weakened by the withdrawal from the stomach of that cerebral force so necessary to its healthful and vigorous action.

If the physiological compact between the brain and the stomach be disregarded, by extraordinary and unnatural drafts upon the brain-power through excessive study, the stomach will soon avenge itself upon the health of the man, by the loss of appetite and all the pains of an obstinate dyspepsia. There are hundreds of scholars who have brought upon themselves constant bodily pain, and have enveloped themselves in the dense gloom of blue melancholy for life, by the fatal mistake of overtasking their brain in youth.

Fellow teachers, awake to the importance of this subject and use your influence to correct the morbid desire of parents to encourage the precocious growth of the minds of their children. Study well the laws of that compound organism which God has committed to your training, and be guided by them in your teaching, and a generation of men and women of highly cultivated minds and healthful and vigorous bodies will rise up to bless you and reverence your memory.

SCHOOLS AND SCHOOLMASTERS OF GERMANY.

No. II.

BY SEBASTIAN THOMAS, LODI, O.

There never has been anything established by man, nor ever will be, that is above criticism; be it ever so finished and consummate, there is always a spot somewhere that bears the stamp of his weakness or his selfishness—the prevailing elements of a perverted race. And he that turns back, or lets his prejudice overpower his reason at first sight of a blemish, has not the right kind of disposition, and never will learn to profit by the affairs of his neighbor, whether by his politics, his religion, his manner of doing business, or all taken together.

Whatever fault may be found with the central spirit of the German school system, as directing its influences toward subduing individualism, and strengthening the supports of a monarchical government, it is not sufficient to prevent us from admiring its many good features.

Concentration, control, dispatch, is the diplomatic trinity of the German government. At any time, and in less than twenty-four hours, an army of one million well-disciplined soldiers can be drawn up in battle line at any point of the German boundary against an intruding enemy. This regime is also felt in every department of civil

affairs. And whatever complaint the TRAMP ABROAD may bring against the Germans for their "slow freight," he would have found himself very quickly handled, had he fallen, by necessity of the case, into the hands of the government. In private capacity, I dare say, the German challenges the world for conscientious deliberateness, but let him once act in an official capacity, and he goes off with the rapidity and precision of the needle gun.

Concentration and control are the characteristics of the German school system that first attract the attention of the foreigner. By concentration is not to be understood a drawing together around a common center, as the literal sense of the term implies, but a communication from all points with a common center is *das Ministerium des Innern*—the Ministry of the Interior. This is the Mecca of the schoolmaster, toward this spot he turns as reverently as the devout Mussulman toward the shrine of the Great Prophet, but with this difference, that the faithful schoolmaster in trouble never turns his face to this spot in vain.

There is no school in the entire realm, however remote from the center of government, that is not intimately connected with this Bureau of Education. It is organized on the same plan; has the same system of grading (of course not so extensive); has the same textbooks, apparatus, and school furniture; has the same educational privileges, as the school in the capital under the shadow of the Emperor's palace. And for all that detestable spirit of caste that prevails, the common public school is the noblest institution of equality. It is the fountain head of the national life of Germany. From it the water rises pure and of a crystal clearness, and however murky and impure the mighty stream may seem, it still holds within its bosom the infant purity of the fountain head. And although the German is naturally obedient and faithful, he will never be a slave; the meanest servant, although he cowers in the presence of his employer, is not destitute of the feeling of selfhood; though oppressed by government, the German will never quite lose the spirit of freedom and equality which he enjoyed on the bench among the rich and poor, the high and low, while a boy in his village school.

The feasibility of resolving the chaos of our country district schools into a township organization, under the able supervision of a headmaster, supported by an able and competent board of directors, can no longer be questioned by those who have made an inquiry into the management of the schools in Germany.

In school matters the Germans have learned one thing about econo-

my. It consists not so much in the cheapness of labor, as in an effective performance of it. The first question with them is not how cheaply may our schools be taught, but how well may they be taught. And a well taught school with them is a school properly organized and efficiently managed by a head, and to do this, they furnish a head. They are not guided by a paradoxical delusion, which seems peculiar to Ohio alone, that schools may have a head without furnishing them one.

The German is totally ignorant of doing things by the "job." I remember that in the presence of a concourse of teachers, I was called upon to give a short outline of our school system. I got along finely, and commanded the respect of that grave body, but I blundered toward the close. In telling them about our country schools, I tried to show them that it was a "job," an affair peculiar to America alone; but they could not see into it. I attempted to show them how it often happens that a good teacher gets into these schools; but in most cases they are poorly taught, and the boys and girls in those places are intellectually so poorly fed that those who will not starve break over the bounds of their farms, and pasture elsewhere; and in years after, when the country boy becomes a President of the United States, we charge his greatness to the efficiency of our country district schools. But those German pedagogues did not agree with me; there was one thing that still perplexed them. Finally, one fidgety old man took the liberty to ask, "And who superintends your schools in the country, so that the government may be satisfied that the children are properly taught, and that the teacher does his duty?" "No one," I promptly replied, "the thing manages itself;" and to my no little embarrassment, my reply provoked hearty laughter in the audience. "You Yankees," exclaimed a big red-faced man, "must have plenty of money, and so are not much concerned when some of it is spent to no purpose." "We read over here," said another with a valuable scar on his left cheek—valuable because it gave evidence that he went through the humanities and was University bred, "that you Americans are so practical in every thing, but this management of your country schools seems to me to be *very* impractical." Thus they twitted my national pride; and when I was unable to defend myself longer, I resorted to the stratagem of the wise: I remained silent.

Ever after that I avoided the subject of the country schools in Ohio. And I have since congratulated myself that I did not tell them that our State has no Normal schools; that many of our country school teachers have never been inside of a Normal school; that few of them ever stood in the presence of an efficient master to receive lessons on

school management and class handling; that many of them read no educational publications, attend no institutes, rarely a teachers' meeting; that they know no more of the principles of education than the king of Dahomey; that most of them are something else besides teachers, and that rarely one out of ten expects to remain a teacher. Had I told that august body all this, they would have been greatly shocked, and no doubt would have caused my speech to be published in book form for distribution among their fellow laborers, as an extraordinary pedagogical curiosity.

The government has complete and immediate control over the schools. If it is obliged to delegate its authority, it never relaxes its vigilance; it is impossible for anything to be done in a corner.

Every school is under the control of a body of local directors, composed of members of the town or village council. Of this body, the presiding officer is the Burgomaster or Mayor. To it is entrusted the local affairs of the school, most of which are similar to the affairs that pertain to our graded schools. The authority of this body, however, is only supervisory, and its acts are only conclusive when sanctioned by the district school commission. Unlike our Board of Education, it has not the authority to appoint teachers nor to dismiss them. This power, with all other vital matters, such as course of studies, school books, grades, etc., is vested in the district school commission. This body presides over a school district composed of a number of villages (their number is not positively defined) and is empowered by the government with authority *de facto*, and the only appeal from its conclusions is to the *Ministerium des Innern*. An officer called the District School Inspector, directly appointed by the government, is the most important functionary in the German school system. He, in fact, is the foreman, the head of the organization. He is carefully selected, and is theoretically and practically qualified—a kind of pedagogical headlight, a modern Prometheus, continually preyed upon by a hundred dominies but never consumed.

The inspector watches the conduct, success and diligence of the teacher, and the intellectual and moral progress of the scholars. He holds yearly examinations, and consents to the promotions of pupils. Let not the reader become terrified at the amount of work performed by this personage, it may not be so enormous after all. He does his work in an official manner, and allows nothing to hinder him. He subordinates everything to the performance of his duties. At the yearly examinations he presides in the presence of the village board, who must be present on this momentous occasion. Woe to the poor

pedagogue in that day, when it appears that he has neglected his duty ! for the king now demands an account of his stewardship.

The teacher must examine his class before this august assembly. The Inspector keeps a careful account of each class, and when the work is over, makes his report. There are no written examinations, the work being done orally. The chief branches in which pupils are examined are arithmetic, reading, composition, geography and history.

The Germans take the most sensible view of the matter of examinations. They are not intended to have a pupil tell all he knows, nor have him make an attempt to tell what he does not know. Their purpose is to test a pupil's ability upon the subject. A head-master said to me, "I can see at once, by means of a single problem which a pupil performs for me on the board, whether he is master of the subject and ought to be promoted." The Inspector states a problem ; dispatch, neatness, and clearness of explanation, satisfy him as to the ability of the pupil in the topic treated. A neatly written composition, expressed in proper language, is sufficient to pass the pupil under this head, and so with the rest. The examinations come once a year and the pupils do not dread them. On the contrary, they long for the day to come. They do not get nervous, nor are they laid up after the examinations are over, as is the case with many of our American pupils. But it must not be presumed that by limiting the frequency and quantity of examinations, the German schoolmaster violates a principle of education. Examinations serve as one of the most useful means of instruction ; but may they not be brought in, and given in more diluted doses ? Every recitation that I witnessed was so conducted as to give memory the first place among the intellectual faculties, and next the power of expression was closely watched by the teacher. Every recitation should combine the exercise of recalling what has been passed over with the work of investigating what is to come next day. I remember hearing a class in history. The pupils went over the whole ground briefly but thoroughly. It was the work of three months. They all appeared cheerful and happy, and no doubt felt an honest pride in convincing me how much they knew of the history of their fatherland. Is it necessary that such pupils be subjected to the excruciating toils of monthly written examinations ?

(To be continued.)

THE power to think, the habit of thinking, and the mode of thinking, are of more value than the accumulation of facts.

DETACHED THOUGHTS ON SCHOOL WORK.

BY ALSTON ELLIS, SANDUSKY, O.

The scope and nature of the instruction given in the public schools will always be a debatable question. Some will advocate the teaching of nothing but the rudiments of an education ; others will demand a wider range of instruction, one broadening into collegiate work.

There is a common ground upon which both parties can stand. The essential work of the public school is mapped out in the course for the first eight years. If the pupil receives the full benefit of this work, he passes into the higher grades with the best possible preparation, and, if it be that his school days stop at this point, his acquired knowledge and training pretty well fit him to make his way in the world.

The importance of the work to be done in the first years of the school course can not be overestimated or too frequently stated. The school life of most children does not extend beyond six or seven years, and no inconsiderable portion of this precious time is taken up with necessary and, more frequently, unnecessary absence.

The desire that would put a child through the twelve years' course of the public school and, four years later, place in his hands a college diploma, is unobjectionable, perhaps, but it is realized only in exceptional instances.

We should so order our school work as to give the child, whose term of school life has been predetermined by his parents, the best education that his time and age will permit him to receive. And here, it seems to me, is but little room for discussion. Our experience shows us that the time most pupils remain under school training is not long enough to do more than we have attempted. Again, it is pretty generally agreed that the branches we teach in the grades below the high school are, in the main, such as should be taught, whether school education be looked upon from a practical or a cultural stand-point, or from both.

In view of these accepted facts, it seems little short of criminal to propose that we weaken the important work of the primary schools by widening the scope of instruction in them. If what we now have in sight is so poorly done, what will be the result when new, and perhaps unrelated, branches encroach upon the time now given to the old?

If it be admitted that one of the best ways to reach and affect the

public life is through the agencies operative in the public school, it does not follow that every subject remotely or vitally affecting the interests of society or the state should find a place in the school course and divide time with those subjects now taught. Other agencies than the public schools must be relied on to solve many of our social and political problems.

There are many subjects having a vital bearing on the after life of the child that can be taught indirectly by the earnest, capable teacher, but there are others, no less important, that it would be folly to recognize as coming under the purview of public school work.

Our first and best efforts are needed to vitalize and improve the work we are now doing in the common branches.

If music and drawing find a place in our primary school course, they should find a subordinate one. I do not advocate the subordination of these branches because their tendency is more towards the cultural than the practical. Theory, the special teacher, and school reports to the contrary, the work done in these subjects is *not* "the greatest good to the greatest number." A liberal estimate would hardly credit one-half of the pupils receiving instruction in music with the ability to read notes "readily at sight," and I am sure that I am within the bounds of truth when I say that not one in four of those who take part in the drawing exercises can make any practical application of the principles he is supposed to have learned. A *few* pupils manifest aptitude in these branches and make commendable progress in them. It is reasonable to inquire, "How far shall the interests of the many be sacrificed in order that the few may develop a special talent?"

I am familiar with most of the staple arguments used to defend the policy that places these branches in our school course, and I am prepared to admit the validity of many of them. These branches have their place in our system of education, and, with no desire to depreciate their value, I have stated my belief that that place is one of secondary importance.

We do not so much need to enlarge the course of study as to improve old methods of teaching and devise new ones. Good teaching will avail much to remove many of the objections urged against our schools and their products. If the child can have but a few years' schooling, let that time be spent upon the common branches and let his teacher have the widest possible range of general knowledge in addition to that special knowledge which his examination is supposed to measure.

The right kind of a teacher can make the reading lesson a cultural exercise as well as a practical one. In truth the reading lesson can

not be highly practical until it becomes highly cultural. A reading exercise, conducted in the right manner, will develop more of thought and refined taste in the pupils than a drawing exercise and a music lesson combined. The teacher who knows anything of the literature of his language can say something in the course of the reading lesson that will have its effect in giving wise direction to the home reading of his pupils.

What has been said in reference to the reading lesson applies with no less force to grammar, geography, and history. If these subjects are "flat, stale, and unprofitable" to children, it is chiefly because the instruction is not what it should be in matter and method. The teacher whose knowledge of these subjects is outmeasured by what the text-book in use contains will find his pupils dull and inattentive, doing perforce what ought to be a matter of eager interest.

Oral teaching has its uses and abuses. Words fitly spoken, in the progress of a lesson, are of great value. Talking is not teaching. A rambling talk by a voluble teacher will becloud the lesson and obscure the few rays of thought that otherwise might enter the pupil's brain. Some teachers' oral work resembles the condition in which Holy Writ informs us the earth was in the beginning.

Intelligent questions, prepared before the teacher comes into the presence of his class, are valuable in suggesting to pupils how to study the lesson and measuring the amount of thought that has been bestowed upon it.

The course of study pursued in our schools is possibly the best that present experience can create. If it is changed at all, the change should be in the direction of eliminating studies rather than of augmenting their number.

Teachers of better scholarship are needed. A mistaken notion prevails as to what mental outfit a primary teacher should possess. An outcry goes up against school examiners who ask a primary teacher to show any acquaintance with numbers, beyond the fundamental operations; with literature, beyond the reading chart and primer; with language, beyond the power to tell a silly story in a pleasing manner; with the principles of teaching beyond the art of entertaining the children and wheedling the parents. But, it may be claimed, these teachers are successful. It may be, yet that success would not be put in jeopardy by their growth in knowledge. On the contrary, the good teacher will increase the efficiency of his work every time he adds to his stock of knowledge.

A prominent school superintendent said to me lately that he noticed a decided improvement in the teaching of some of his teachers who

had been induced to join a literature class. The work of the class had no immediate bearing upon the school work of these teachers, but it gave them new tools with which to work, and increased deftness and confidence in the use of the old.

I doubt the wisdom of attempting to give any one a *special* training at the public expense, but if such a policy is to be settled upon, it would, in my opinion, be the height of folly to lessen the educational work that is now accomplished in our primary and grammar schools in order to inaugurate it. After the child has received a thorough rudimentary education, he might have thrown open to him the doors of the public work-shop, if it be deemed a part of the state's duty to establish him in some business after giving him the opportunity of acquiring that intelligence which is applicable alike to all vocations.

After the teacher has prepared himself to make his work in the prescribed branches more efficient, there yet remain the *unwritten lessons* for him to master and teach. These do not find a definite place in the course, but they are of prime importance. Too often they are neglected wholly, or brought to the notice of the pupils in such a manner as to rob them of their full value. Teachers vaguely understand that they are expected to inculcate good morals in the school-room. They feel that society and the state are interested in their work, but they do not recognize fully in what manner or to what extent. Confused ideas about teaching by example and precept are in their minds, but these ideas assume no definite shape and manifest themselves only in spasmodic effort. The wider the mental range of the teacher and the deeper his interest in his work, the better fitted will he be to direct his pupils aright in the unwritten lessons before mentioned. He will find occasion and means for imparting much instruction foreign to the text-books, yet as vitally essential to the well-being of his pupils as any that is weighed in the examination scales.

Some of the elements that should enter into the unwritten and unrecorded work of the school-room will be dwelt upon in a subsequent paper.

MOSAICS,

TORN FROM THEIR ORIGINAL SITES AND TOSSED IN HERE FOR PEDAGOGIC STEPPING-STONES.

“To help the young soul, add energy, inspire hope, and blow the coals into a useful flame; to redeem defeat by new thought, by firm action—that is not easy, that is the work of divine men.”—*Emerson*.

“When the object is merely to address the understanding and communicate thought, accentuation is the main thing. Less depends in this case upon the order of the vocal tones, or upon the melody of speech. But when emotion is to be expressed, it is, together with the accent and the time, the melodious order of the vocal tones, particularly the manner in which they rise and fall, which is chiefly to be regarded.—*Seiler*.

“If we act only for ourselves, to neglect the study of history is not prudent; if we are intrusted with the care of others, it is not just.”

“Example is always more efficacious than precept. A soldier is formed in war, and a painter must copy pictures.”—*Johnson*.

“If you want really to master what you think you know, tell it to somebody.”—*Choate*.

“A profession, to be pursued to its just and proper height of skill and success, must be the *leading object of a life*.”—*Anon*.

“Self-denial, self-control, reverence for invisible, in-dwelling law,—is not this the most valuable result of the American common school?”—*Dr. Miner*.

“History is the revelation of what is potentially in each man. He looks at himself through the eyes of mankind, and sees himself in mankind. The man of culture recognizes his identity with the vast complex of civilization, with the long travail of human history.”—*Harris*.

“But the secret of force in writing lies not so much in the pedigree of nouns and adjectives and verbs, as in having something that you believe in to say, and making the parts of speech vividly conscious of it.”—*Lowell*.

“It should never be forgotten that every grade of mental development demands a literature of its own; a little above its level, that it may be lifted to a higher grade, but not too much above it, so that it requires too long a stride,—a stairway, not a steep wall to climb.”—*Holmes's “After-Breakfast Talk.”*

“At the summit of thought the conclusions of the philosopher harmonize with the inspirations of the poet.”—*Schuyler*.

“It is an injury to the mind of a child to have a word on its lips whose meaning is not beforehand in its mind or heart.”—*Agassiz*.

“Real teaching eliminates the bad boys and girls—they are all good. Under such teaching, goodness takes the place of vice—all good teaching develops moral character. On the other hand, all bad teaching has an element of immorality in it. It unfits for work, and idleness means vice.”—*F. W. Parker*.

TRUANCY AND VAGRANCY.

I ventured to give, in the February number of the MONTHLY my ideas on teachers' examinations. I am now interesting myself in getting our school laws amended so as to enable us more effectually to suppress truancy and vagrancy among children of school age.

Hon. J. P. Alexander, a member of the General Assembly from Akron, has kindly taken the matter in hand, and has reported a bill which meets our needs here in Cleveland, and will be found equally beneficial in other communities.

The bill is supplementary to Sec. 3985, and provides for the appointment of truant officers, designates their duties, and forbids licensing newsboys and bootblacks except under certain restrictions.

The reasonableness and necessity of this bill must be apparent to all who are conversant with every-day school matters. It has been truly said that *our government must educate the rising generation as a matter of self-preservation*. And to educate the children, we must have them in school, not spasmodically, but continuously.

I have charge of one of the *unclassified* schools (so-called), in this city, and am brought into daily contact with these unruly vagrant boys who are rapidly on the road to ruin through the negligence or indulgence of parents.

We have at least one thousand of these boys in our streets to-day, and the police inform me the number is rapidly increasing; and this in spite of all the present school legislation. We need some one whose business it shall be to see these school laws enforced.

Our streets are swarming with licensed newsboys and bootblacks of tender years, who associate with the lowest classes, learn to gamble, use tobacco, fight and swear. What wonder that our cities are swarming with criminals! I need not enlarge on this topic; but let me quote from a recent report of a well-known Children's Home in Newton, Mass. :

"In 1854, Hon. Horace Mann, then a citizen of West Newton, and Secretary of the Massachusetts Board of Education, prepared and sent a circular to many of the most eminent teachers and educators in the United States. The following questions were propounded: 'Under the soundest and most vigorous system of education which we can now command, what proportion or percentage of all the children who are born can be made useful, exemplary and virtuous citizens? supposing all our children to be placed under the care of first-rate teachers who, out of the school-room, will be animated by a missionary spirit in

furthering the object of the calling ; supposing also, that these children shall be under the forming hands of such teachers from the age of four to sixteen years for ten months in the year. In other words, with our present knowledge of the art and science of education, what proportion or percentage of all children must be pronounced irreclaimable, notwithstanding the most vigorous educational efforts which in the present state of society can be put forth in their behalf ?

“Extended answers were received, and printed in the eleventh Annual Report to the Massachusetts Board of Education by its noble Secretary, the Hon. Horace Mann, to whom, far more than to any other, the present admirable system of free school instruction in Massachusetts is due. These answers were from John Griscom, Esq., Burlington, N. J. ; D. P. Page, Esq., Albany, N. Y. ; Solomon Adams, Esq., of Boston ; Rev. Jacob Abbott, New York City ; F. A. Adams, Esq., Orange, N. J. ; E. A. Andrews, Esq., New Britain, Conn. ; Roger S. Howard, Esq., Thetford, Vt., and Miss Catherine E. Beecher.

“These answers, in brief, were as follows : John Griscom’s, with an experience of forty years’ teaching, was that not over two per cent. would become irreclaimable. D. P. Page’s, not one per cent. Solomon Adams’s, that admirable Boston teacher, who spent his last years in Auburndale, also not one per cent. Rev. Jacob Abbott’s, *not any*. F. A. Adams’s, less than one per cent. E. A. Andrews’s, scarcely one or two per cent. Roger S. Howard’s, less than one per cent. While Catherine E. Beecher, not the least of the Beecher family, and with great experience, was emphatic in asserting that not one in a hundred would prove irreclaimable.

“Thus Rev. Jacob Abbott and Miss Catherine E. Beecher, among the most renowned American teachers, gave as their deliberate opinion, after a life-long experience in the profession, that *all children can be developed into useful, exemplary and virtuous citizens*.

“When we consider the above testimony from those eminent educators, how mortifying the results of all the efforts and influences of this 19th century of Christianity !

“Let our citizens be inspired to increased zeal and more earnest efforts to educate all their youth into noble manhood and womanhood.”
Cleveland, O. H. F. ALLEN.

The following extract from the last annual report of Hon. R. H. Howey, Superintendent of Instruction for the Territory of Montana, bears upon the same subject :

“It is certainly the duty of the State to attend to the education of

those children whose parents or guardians fail to do so through neglect, willful refusal, or inability to control them. The truant and vagrant dislike the restraint of school. Their irregularity in attendance and consequent backwardness in their classes causes them to dislike books and study. They receive their education day and night around the streets, free from parental and school authority. The result of such a course of training must be apparent to every one. It can hardly be thought a wise policy to foster or permit the growth of a class of idlers or vagrants from which the great per cent. of our future criminal population will be recruited. The heaviest burden to the taxpayers of the Territory to-day, is not from supporting our public schools and educating the children, but comes from the apprehension, conviction and punishment of criminals, the support of officers for the execution of the criminal law and for the maintenance of jails and penitentiaries. I am unable to give the amount expended in this way each year, as, at present, without a good deal of trouble and expense, reliable statistics cannot be procured.

For the education of that class of children who prove to be incorrigible in the public schools, who are confirmed truants or vagrants, or who have been convicted of some crime, I would respectfully recommend the passage of a law establishing either a reform school for the use and benefit of the Territory, or else authorizing those cities that desire such schools to organize and equip them. A reform school proper is an institution maintained by a State or city, or other civil organization, for the protection, education and discipline of juvenile offenders. It should be a school and not a prison, and according to the decision of a Pennsylvania court, "its object is reformation by training its inmates to industry, by imbuing their minds with principles of morality and religion, by furnishing them with means to earn a living, and above all by separating them from the corrupting influence of improper associates."

Reform and industrial schools have now been established in twenty different States. In some cases the law requires that the offenders be convicted by some court. In others, they are committed for idleness, vagrancy or decidedly vicious propensities. In others, children who are neglected or deserted by their parents are provided for in the reform school.

In New Hampshire and New Jersey, the law provides for the transmission of such minors from the prison to the reform school as are likely to be benefitted, and in some of the States guilty parties may be transferred from prison to reform school, or from the reform school to prison, as best suits the case.

The idea of the reform school is not only that of correcting the habits, educating and disciplining the mind, reforming vicious dispositions, but also, of leading the inmates to industry, and teaching them some trade that will enable them to earn a living and to become useful citizens.

As to the cost of maintaining such schools, I would say in the first place, they might in a measure be made self-sustaining, and in the second place, it is far better to spend some money in reclaiming juvenile offenders from a life of sin and crime and making useful and virtuous citizens out of them, than to expend a larger amount to keep them in jail or penitentiary after they have grown up and become confirmed in vice. The one course is more in accordance with modern civilization, the other with the dark ages.

SCHOOL BOARDS.

In an address before the Michigan State Teachers' Association, Judge Cooley, of the Supreme Court, said some things which make good reading in Ohio about this time. We find these extracts from the address in the Annual Report of Superintendent Howey of Montana.

1. *The Selection of School Officers.*—"The first obligation, so far as schools are concerned, is to assist in the choice of the best attainable school officers. In order to do this, it is essential that all private motives influencing the choice shall be put aside and all other motives but those which concern the school interests. When, therefore, the elector votes to give his neighbor a school office because his neighbor desires it, he is guilty of an abuse of a public trust. If he is controlled in his vote by religious partiality or prejudice, or by political partiality or prejudice, he is subordinating public interests to his own passions or sympathies and is guilty of a wrong to society which, in its worst development, becomes, and is, political treason. If he votes for officers because he has some private interest at stake and knows that they will favor him, or because he expects they will employ as teacher, or give some other contract to, a member of his family, this is a species of vote-selling. It may not seem so gross as a sale for money, but the essence of the transaction is the same. And if the voter himself is the best man for the school office, and the district is disposed to choose him, he has no more right, on account of his own ease and comfort to decline to serve, than he has to decline any other duty to his fellows. The guilt of refusing to accept and perform these fundamental duties,

needs to be emphasized on every occasion, when school affairs are under discussion.

2. *Qualifications.*—“The proper qualifications of a school officer may be described better negatively, perhaps, than positively. He should not be narrow and bigoted; he should not be out of sympathy with the general school system of the state and disposed to embarrass its action; he should not be a litigious and contentious man, and he should not have any private interests to subserve by his official action. If we make sure that a man is free from these faults, we are not likely to make any great mistake in making him a school officer. It is, no doubt, desirable that he be an educated man, but this is not absolutely indispensable. An uneducated man may have a thorough appreciation of the value of what he has failed to obtain for himself, and if his mind is open, receptive and fair, and he has good common sense and good business ability, he may be in all respects a useful officer.

3. *Employment of Teachers.*—“The school officers in employing a teacher ought to have in mind the importance of building up a profession of teachers; and they ought, all other things being equal, to prefer the candidate who enters the business as a profession to the candidate who takes it up as a temporary expedient. If this were generally done the profession would be greatly strengthened, and we should have a large body of earnest, enthusiastic and experienced teachers in possession of our schools, where now, unfortunately, we have many to whom the school is a drudgery, and who will make no effort to overcome their repugnance.

4. *Moral Support.*—“One of the chief duties of the Board is to give to the teacher their moral support and assistance so long as he is conscientiously performing his duties. That this may be done, the members should keep themselves in communication with the teacher and make sure that his general course has their approval. If they fail in this, the responsibility for any serious fault is in part their own, and they should assume it without evasion or hesitation, and consult with the teacher with a view to the removal of any just ground of complaint.”

CREASY'S FIFTEEN DECISIVE BATTLES.

1. Marathon, 490 B. C. Here the civilizations of Asia and Europe met for the first time in conflict of arms. The Persians were defeated by the Greeks.

2. Syracuse, 413 B. C. By the assistance of the Spartans the Athenians were defeated with immense loss.

3. Arbela, 331 B. C. Here the contest begun at Marathon was ended in the complete overthrow of Persia by Alexander.

4. Metaurus, 207 B. C. Here Hasdrubal was defeated while on his way to re-enforce his brother Hannibal.

5. Teutoburg, 9 A. D. Here Arminius liberated Germany from the Romans.

6. Chalons, 451 A. D. Attila, the Hun, was here defeated.

7. Tours, Oct. 10, 732. Here the victorious career of the Mohammedans was checked, and Europe saved to Christianity.

8. Hastings, Oct. 14, A. D. 1066. England was conquered by the French.

9. Orleans, April 29, 1429. English defeated by the French.

10. Sea fight, Spanish Armada defeated by the English, 1588.

11. Blenheim, August 13, 1704. English and Austrians over the French and Bavarians.

12. Pultowa, July 8, 1709. Charles XII of Sweden defeated by Peter the Great.

13. Saratoga, October, 17, 1777. The first great victory of the American revolution.

14. Valmy, September 20, 1792. The success of the French revolution assured.

15. Waterloo, June 18, 1815. The French defeated by the English.

ENGLISH LITERATURE.

[Questions used in the examination of classes in the Akron High-school.]

1. What is meant by English Literature? What does it ordinarily include?

2. As to the matter, or the essential nature of literary productions, into what three classes divided? What is the purpose of each?

3. Define style, and name three principal things included?

4. State the difference between simile and metaphor, and give an example of each.

5. Name three principal qualities of style, and define each.

6. In what does simplicity of style consist?

7. Give the rhetorical classification of sentences, and define each class, giving examples.

8. Why is the English called a composite language? Give its principal sources and the part derived from each.

9. John Bunyan—15 lines.

10. Bacon or Franklin—15 lines.

1. Lowell's principal works. Where is he now?

2. What was the Holy Grail?

3. What allusion in

“Not only around our infancy,
Doth Heaven with all its splendor lie?”

4. “We Sinais climb and know it not.” What does the poet mean? Why *Sinai* any more than *Andes*?

5. “At the Devil's birth are all things sold.” What word should be specially emphasized? Show how the meaning would be changed by a different emphasis.

6. “The crows flopped over by twos and threes.” More or less forcible than “flew over,” etc.? Why?

7. Define crypt, arabesques, seneschal, corbel, grewsome.

8. “He sings to the wide world and she to her nest,—
In the nice ear of nature which song is the best?”

Is there anything meant in this couplet more than a comparison between the songs of the two birds? If so, what?

9. Was the quest of Sir Launfal successful? If so, how?

10. Your favorite passage from “Sir Launfal?” Reason for your preference.

● 11. Sketch of Byron.

12. Who was the real “Prisoner of Chillon?”

13. Where is the Castle of Chillon?

14. “Creeping o'er the floor so damp,
Like a marsh's meteor lamp.”

What figure? Explain.

15 and 16. Sketch the character of the two brothers of the prisoner.

17. By what means was the prisoner delivered from his death-like torpor?

18. How do you explain the philosophy of it?

19. Why did the prisoner regain his freedom with a sigh? What do you think are the evils resulting from leading a solitary life?

20. Define banned, tenets, moat, hermitage, fathom-line.

NOTES AND CRITICISMS.

AN EAST AND WEST LINE.

Problems similar to the following are frequently given in the examination of pupils and teachers :

A and B start from the same place; if A travel in a due east line 300 miles, and B travel due north 200 miles, how far apart will they be ?

The problem is usually solved as a right-angled plane triangle, in which the base and perpendicular are given to find the hypotenuse. In giving such problems is it not necessary to define a "*due east line* ?" Is A to travel in the plane of the great circle to which the east and west line through the starting point is tangent ? or, is he to change from the plane of one great circle to the plane of another great circle at every successive step ?

Since he can neither stand nor walk in the plane of a *small* circle, he must walk continually in the plane of *one* great circle or change planes at every point. In the latter case he would certainly not travel true to a line extending due east from the starting point.

No matter where a compass be placed, its pivot must be, as it were, the radius of the earth produced. As magnetic influence has nothing to do with the establishment of east and west points, we may consider, in this case, *any* meridian as a line of no variation, and place a compass on said meridian at the intersection of each parallel between the poles ; lines passing through the east and west points of the compasses will meet if sufficiently produced. Instead of compasses, suppose that we place men along the 83rd or any other meridian, one at the intersection of each parallel, and also place one at the north pole and one at the south pole. On the morning of March 21st, let every man, except the two at the poles, establish an east and west line by setting stakes to range with the center of the sun. They can bisect the line joining the stakes and establish meridian lines ; then if each man on the meridian move east, keeping in the plane of the great circle to which his east and west line is tangent, and the man at the north pole move south in the direction of the sun, and the man at the south pole move *north* in the direction of the sun, where will all be after having traveled the quadrant of a great circle ?

Allow me to suggest another problem, the solution of which may bring us to an understanding of what the proposers of the problems understand by the term "*due east line*."

A and B start from Columbus, O.; A travels east in a geodetic line true to an *east and west* line tangent at Columbus, O., until he is in long.

7° E. from Greenwich ; B follows the 83 meridian to the north pole : what is the distance in degrees between them ?

If the angle formed by two arcs of great circles or the geodetic lines traversed by A and B, be equal to the angle formed by the tangents to those arcs at their points of intersection, how is it that A's line of travel makes the same angle with B's, as if A traversed a *small* circle, the 40th parallel ? I wish some who have given problems of this kind to teachers would explain in the MONTHLY just what they mean.

WILLIAM REECE.

TEACHERS' INSTITUTES.

In a few months the institute season will begin. Already arrangements have been made, in most counties, for holding the annual institute. These meetings give the teachers of the district schools of Ohio the only means of professional training recognized by law. How inadequate this agency is to accomplish the work which it attempts, may be appreciated, in part, when we consider that the funds available for promoting it do not much exceed \$20,000 per annum.

It is of great importance that this money be rightly expended and be made to return to the teachers who contribute it many fold its value in the form of much needed instruction. Over the matter last mentioned, the different county executive committees have supreme control. They name the branches to be taught in the institute and engage those who give instruction in them.

The mistake of attempting too much is quite common. The committee desires to provide work in all the common school branches and, in carrying out this policy, scatters the seeds of instruction over too great a surface. The interest in a subject is scarcely awakened before the thought of the teachers is directed elsewhere and becomes confused in trying to grasp the necessarily hurried and varied work of the instructors. The institute teacher, spurred on by the anxious committee, speeds over his work, attempting in four or five lessons to present matter that ought to engage the mature thought and close attention of his hearers many weeks. The week's work closes and the stereotyped report is made that the institute is the very best ever held in the county.

It would be far better to confine the work of instruction to fewer subjects and for the instructors to hold in view the quality rather than the quantity of their work. The subjects chosen should vary from year to year as the wants of the teachers manifest themselves. If the institute is continued beyond a week, as is now quite common, the

scope of instruction can be widened, but even then the suggestions before stated have their force.

Institute work makes a great drain on the nervous and vital forces of the instructor. Those engaging institute workers do not recognize this fact as they should. Holmes says: "It is better to lose a pint of blood from your veins than to have a nerve tapped." A loss of nervous force is a necessary result of the peculiar work required of the instructor in an institute. The practice of engaging a single instructor to conduct the work of the institute is not a wise one in the light of experience. Even when home talent stands on tiptoe to render aid, it is not safe to predict a happy issue of the week's work. Committees employ one instructor either from motives of economy or to leave a larger surplus of institute fund to divide among the faithful, or rather unfaithful, at home. To disparage the work of home teachers, is not the aim of what has been written. Many of them are excellent workers and ought to find employment, with fair remuneration, in their own county; but the practice of dividing a considerable portion of the institute fund among parties who make but abortive and few-and-far-between efforts to instruct the teachers, is quite too common and harmful to pass without rebuke.

A fault, not so common as the last named and not so pernicious in its results, is to engage an over-plus of teaching talent. Some of the poorest institutes I ever attended, were those in which three or four instructors of unquestioned ability were engaged. Profitless discussions of unsettled and non-essential questions were allowed to usurp the place of needed work. The teachers asked for bread and received a stone.

The best institute is the one in which two competent instructors are present. These need not resemble two boxers sparring for an opportunity to floor each other. It is well if their studies and tastes lead them into diverging avenues of work and thought, but better still if their modes of illustrating and manners of speaking be in marked contrast. This does not mean that one succeeds while the other fails. Both succeed, and the more, by reason of the difference observable in their modes of thought and expression. A concise style is agreeably relieved by one somewhat diffusive. If one instructor is staid and earnest in his manner, it is well if the other is somewhat lively and volatile. No instructor, however, should use the valuable time of an institute in ceaseless and strained attempts to amuse or in inane efforts to be witty. Buffoonery and harlequinade are out of place in an assemblage of teachers.

All the efforts of committee and instructors will not avail to make

an institute successful when the attendance of teachers is small or irregular. The interest in the exercises, by those attending the institute, must be kept alive by free discussion as well as by effective teaching. The "pouring-in" process is well enough in its way, but no one can tell how much of valuable matter has found lodgment in the minds of the hearers until they are invited to give free utterance to facts known and views entertained by them. It is here that "home talent" should be specially active. Every person who attends the institute should feel it his duty and privilege to add to its interest by every means in his power. Adequate provision should be made for the general discussion of all important topics brought into notice by the instructors or through the medium of the query-box.

There are two ways by which the work of our county institutes can be rendered more far-reaching and effective. We may add to the institute fund by voluntary contributions, thereby making it possible to prolong the sessions beyond the usual time, or we may so wisely direct the expenditure of our present resources as to secure more and better work than heretofore.

However much our institute fund be augmented, there can be no justification of the course which squanders it in paying incompetent instructors or in dividing it among those who render no service. E.

SEMI-ANNUAL PROMOTIONS.

The following correspondence was not intended for the public; but the subject to which it pertains is one which interests many of the readers of the MONTHLY, and we have asked and obtained Superintendent Hinsdale's consent to its publication :

OFFICE OF THE SUPT. OF INSTRUCTION, }
 CLEVELAND PUBLIC SCHOOLS. }
 CLEVELAND, O. Jan. 30, 1883. }

• *Dear Mr. Findley :*

I am informed that, in Akron, you have the semi-annual system of promotion in the primary and grammar grades, but not in the high school. Please to inform me how you adjust the one to the other, and how the adjustment works in practice.

The semi-annuals are making bad work here in the high schools, more especially in the West high school, in reducing the size of classes and in multiplying their numbers. I do not clearly see the way out yet.

Truly,

B. A. HINSDALE.

AKRON PUBLIC SCHOOLS.
 SUPERINTENDENT'S OFFICE. }
 AKRON, O., Feb. 1, 1883. }

Friend Hinsdale :

Yours just received. When we first adopted the plan of semi-annual promotions, we did not expect it to apply to the high school. Our plan was to give the half-year class entering the high school an extra study, or more time on some of the regular studies, and sometimes to crowd the stronger pupils through in less time by half a year ; thus merging the half-year class in other classes as early as practicable. We pursued this plan for a time without much trouble ; but the tendency has been toward complete half-year classification, and we have just reached the point of two distinct divisions for each year of the high-school course. Whether we shall graduate any at the middle of the school year is an open question. I have thought of suggesting to the Board the plan of excusing from further attendance, at the middle of the school year, all who have completed their work satisfactorily, requiring them to report at the annual commencement in June, for their diplomas. This would afford an excellent opportunity for weak members to make up deficiencies and graduate with their class. This is not a matured plan but something I have thought of.

The half-year plan does not give us as much trouble as I anticipated. Our high-school classes would otherwise be so large as to require division into two sections at any rate ; and we have not thus far found a necessity for any additional teaching force.

We have simplified our high-school course as much as possible by the elimination of such branches as we thought could best be spared, and I presume we have somewhat the advantage of you in this regard.

Very truly, SAMUEL FINDLEY.

TOWNSHIP ORGANIZATION AND SUPERVISION.

The MONTHLY's plan of township organization and supervision through a principal or superintendent is the most practicable of any thing yet suggested to place our common schools on an effective basis.

J.

I heartily agree with the editorial in the last number of the MONTHLY, that the adoption of the township system with a central school of two departments, and a principal who shall be, *ex-officio*, principal of all the schools of the township, with powers similar to those of the city superintendent, is the consummation above all others to be desired in the improvement of our school system. This change, with the consolidation of the school year, and the consolidation of small districts

which would necessarily follow, would give unification with variety, and to a great extent avoid the necessity for county supervision. Why may it not be accomplished ? R.

COURSE OF STUDY FOR COUNTRY SCHOOLS.

I have been asked whether a course of study for country schools is desirable and practicable.

There is no doubt in my mind about the desirableness and practicability of a systematic course of study for country schools ; and in saying this, I speak from an experience of five or six years as a teacher in country schools, followed by an experience of more than a quarter of a century in city graded schools. A course of study is nothing more or less than a plan or order of studies for the guidance of the teacher in giving instruction. The question is simply whether country teachers shall do their work systematically and according to a judicious plan, or whether each shall work in a haphazard way, beginning anywhere and ending nowhere. It is not hard for the common mind to see which is better.

The difficult question to decide is not whether there should be a course of study, but what that course should be. It should be wisely adapted to the conditions under which it is to operate. A course adapted to a large system of city schools would require some modification to make it work well in a country school. But I am well convinced that a scheme could be devised for country schools which would multiply the teachers' power and greatly increase the efficiency of the schools. Indeed, such a course of study is now in operation in many places. L. F.

SOME COMPENSATION.

A teacher who has been for several years at work in graded schools has recently come in pretty close contact with an ungraded country school. He thinks that the absence of the long recitations and perfect drill of the graded schools, has its compensations in the ungraded schools. Every pupil hears, or may hear, every word of every exercise during the day. He thus becomes familiar with many lessons before reaching them in course, and unconsciously reviews with the classes below him. If the teacher makes a lesson particularly interesting, all other work is dropped, and every pupil profits by the teacher's skill.

Besides, the absence of lectures, concerts, etc., with the dearth of conversational topics often found in the country, is favorable to the

home discussion of school doings. While this is often an unpleasant circumstance to the young and the sensitive teacher, it furnishes to the wise an opportunity not to be slighted. S.

TEN-YEAR CERTIFICATES.

Section 4,066, Ohio School Laws, authorizes the State Board of Examiners to issue certificates for ten years to applicants of satisfactory attainments in the branches required for county certificates. This is good law, and if properly executed, cannot fail to encourage many superior teachers to become professional in their work. With a ten-year State certificate valid in any school in which the common branches are taught, the best schools could secure the best teachers much more easily than is now the case. Will the State Board not give the country teachers a chance to obtain a professional certificate? I think they will if asked to do so by those most interested. L. D. B.

FRANKNESS.

Perfect frankness is characteristic only of small children. The writer met an instance of it a short time ago. A boy of six years had been very uneasy and noisy in spite of repeated cautions, and, at last, upon being sharply reproved, showed his defiance by making a wry face at the teacher. After necessary discipline he was asked if he would be a good boy. He answered in a drawling monotone that made every word emphatic, "Not-if-you-jaw-at-me-all-the-time." S.

LATIN PRONUNCIATION.

A high-school teacher asks if others have had an experience like his in the matter of Latin pronunciation. He has observed that many of his pupils unconsciously pronounce unfamiliar words after the analogy of their Latin. If this is generally true, is it not an argument in favor of the English method? It has also been observed that pupils trained in the English method, easily acquire the others, *but not vice versa*. Which side of the argument this sustains let the judges decide. S.

A FEW EXCEPTIONS BASED ON FACTS.

1. Foxes so unfortunate as to have had their own tails cut off, either imagine others to be in like condition or desire them to be so.
 2. Professional courtesy is the "precious jewel" which the educational toad wears in his head.
-

3. According to the most recent commentators, Shakespeare's "I am Sir Oracle, and when I ope my lips let no dog bark" must be construed to mean that an institute worker is authorized to blow his own *bazoo* in an indirect way, but must not "wave a list of recommendations before the eyes of institute committees."

4. Teachers who would elevate themselves by striving to drag others down to their own level, are about as successful as the man who lifted himself by tugging at his boot-straps.

5. Pedagogical jealousy is closely allied, in spirit, to dog-in-the-manger morality.

6. In the multiplication of titles and degrees, one serious omission has thus far occurred. Divinity is doctored; medicine is doctored; philosophy is doctored; arts are mastered; science is bachelored; but poor humanity, with its multiform ills, is permitted to go even un-nursed. We respectfully suggest that the title, H. D., doctor of humanity, be added to the list. R.

WELL DONE.

Union township, Union county, Ohio, possesses rare educational facilities. It is divided into ten sub-districts, each containing a comfortable school house and surroundings. Two of these sub-districts are after this fashion :

The first, the one in which Milford Centre is situated, has a fine school building which cost \$8,000. This house has four school-rooms and a hall for public gatherings. The principal, Mr. A. Burnham, receives a salary of \$65 per month for 9 months.

The second sub-district alluded to, contains the town of Irwin, with about 200 inhabitants. The school house is a fine building, gothic style, with two excellent school-rooms, hall, and cloak-rooms. The walls are adorned with pictures, portraits and mottoes. In the primary room are charts and other teacher's aids. In the other there is an Eclectic Map-case and an "Unabridged." The Principal, Harry L. McFarland, gets \$60 per month, and the primary teacher \$40, for 9 months.

But the thing you inquired about, and the one to which I wish to call special attention, is this: all the tax to build these houses and support these *extra* schools is levied by the township board, and the people are satisfied and proud of their schools. M.

It seems to us that the citizens of the double-Union, in these days of infinite talk about reform in educational appliances, have just gone ahead and done it.

SOLUTION.

No. 2, Q. 4, p. 82. As the stick is 12×17 inches at one end, and 4×7 at the other, the average width of one side $= \frac{4+12}{2} = 8$. We may now regard the stick of timber as equal to a pile of boards each 8 inches wide, 17 inches at one end and 7 at the other, and 120 inches long. What is true of the upper board is true of all. To find where to cut so as to leave an equal amount of timber on each side of the saw, we adopt the rule given on page 80, by "W. H.," in a case exactly similar, or by algebra. By either we find length of saw carf 13 inches, and its distance from smaller end 72 inches or six feet.

W. M. FERGUSON.

QUERIES.

1. Who were the "Lake Poets," and why so called? R. G.
2. What is a "Blue-stocking?" What is the origin of the term? R. G.
3. Why has the month of February twenty-eight days? Why are the ninety days of which January, February and March are composed not divided into three months of thirty days each? J. G. K.
4. Has a machine been made that represents the true relative motions of the earth and moon around the sun? If so, when and by whom? W. R.
5. What is railroad time in Western Ohio, and by what means is it obtained? W. R.
6. The snow line over valleys is undoubtedly lower than over mountains. Is there any way of ascertaining how much lower? W. R.
7. What is the greatest depth of the ocean? Some geographies say five miles, others put it as high as ten miles. How are such depths ascertained? B.
8. Mr. Crosier, in his outline contained in the October number of the MONTHLY, seems to imply that a preposition and its object may be used as an objective element. Will some one favor me with an example? J. E. M.

This request having been referred to Mr. Crosier, he sends us the following: The sentence, "No one thought *that he was wrong*," abridged, becomes, "No one thought *of his being wrong*."

Abridged propositions retain the construction of the clauses from which they are abridged. Then, "of his being wrong" is an objective element of the second class, of which "of being" is the basis.

When a phrase is used to complete the meaning of a verb, either as direct or indirect object, it is called an objective element of the second class. Example: I spoke *of him*. Green's Analysis, art. 473.

Montrose, O.

A. A. CROSIER.

9. Why does squaring the ends of the board (see page 80 of the February number) and extracting the square root of half their sum, give the track through which the saw must pass to cut the board into equal parts? Has the famous Pythagorean anything to do with it?

W. M. F.

10. Strange as it may seem to experts in algebra, I confess that the following apparently simple problem has given me more trouble, and taken more of my time than any other I ever met; viz., "The square of your money plus mine equals eleven dollars; and the square of mine plus yours equals seven. How much had each of us?"

Here is another of the same family: $x^2 + \sqrt{x} = 18$. W. M. F.

11. The author of "Out of the Hurly-Burly," in a description of New Castle, speaks of "the old court-house, whose steeple is the point upon which moves the twelve-mile radial line whose northern end describes the semi-circular boundary of Delaware." What is the history of this boundary?

S.

12. "He is *worth* a million *dollars*." Parse "worth" and "dollars."

C. B.

"Worth" is a predicate adjective and belongs to the subject "he." It signifies "equal in possessions to, having wealth or estate to the value of." (Webster.)

"Dollars" is a noun, adverbial objective, without a governing word. Rule XI, Norton's Weld and Quackenbos's grammar: Nouns that denote time, quantity, measure, distance, value, or direction, are often put in the objective case without a preposition; as, "He is ten *years* old." "She is worth a hundred *dollars*."

Fowler's large grammar, pages 528 and 540: The adjective *worth* not only follows the noun which it qualifies, but is followed by a noun denoting price or value; as, "I have a book worth a dollar." "It is well worth the money."

To the same effect, Harvey, Kerl, Bullions, and others.

Goold Brown and Holbrook, without good reason, would make *worth* a preposition governing the noun following it in the objective case.

EDITORIAL DEPARTMENT.

By the politeness of Mr. Sater, there is on our table abundant evidence that schools and school concerns are not altogether out of the thoughts of individual statute-artists.

Here is a bill about the sale of swamp lands, one about stationery contracts, one for additional levy in Cleveland, one for the inspection of the sanitary condition of all schools and school buildings, one to organize township districts in the manner of village districts with a school board of seven members, one to regulate city school elections some more, one to make embezzlement still more odious, one which will, if it passes, bind the school commissioner's report *in muslin* not "as usual," in the words of the bill, but as unusual, one to sequester certain penalties into the school fund in Utopia, one to constitute in each county a commission to examine and adopt text-books, one to give each board of education a glimpse at the amount of taxable property in its district before it has to determine how much of it it wants, one to empower boards of education to appoint truant officers and further to restrict the licensing of news-boys and boot-blacks, and three to mend the machine by which teachers are commissioned.

The three bills, each seeking to amend section 4,069, have to do with the manner of appointment of county examiners, or the persons who may be appointed. They emanate, one would think, from teachers themselves, and indicate dissatisfaction with the make-up of our examining boards. Two of the bills aim to place the selection of examiners virtually in the hands of the teachers of the county. It might be well to try the experiment. I have confidence enough in the Ohio teacher to believe that, in any given county, if he have a chance to look over the field, he will select, if not the best man, at worst a good one. Sometimes, yes often, the Probate Judge does this as things go. But sometimes, he seems to aim wide of this mark. He uses this appointing power, as appointing powers are prone to be used. It is a lever to raise, not the teachers, but the judge. In many counties it is purely political, often as I have heard this denied by men whose conscience did not seem to keep them awake o'nights. By telling oft they'd made such a sinner of their memory.

But, granted, a board selected from the best available timber; sappy young lawyers, and knotty, crotchety, fossilized old sticks of all kinds heroically excluded; is success in picking out the best teachers for the county's schools, and so performing its functions that the best may grow better, really made sure? No, no, this is but the beginning and "the fine's the crown."

There seemed to be good ground for a hope that the township reorganization bill in which Col. De Wolf was taking great interest would become a law.

What the outlook now may be we cannot say, but as an initiatory step in school-reform legislation, we are for township unification to a man, then for supervision to keep things a-working.

In the February *Popular Science Monthly*, there is a thought-provoking article under the heading, Brain-Power in Education. It is taken from *Chambers's Journal*. The author recites that our tests for measuring brain-power are, perhaps, better than none, but that they are so imperfect that we often select men to do work for which they are unsuited. The test discussed by the writer is the competitive examination. One cause of its impotency is its aptness to sink into a sort of official routine. The examiner, moving, in his quest for tests, in the line of least resistance, pursues a course which can be approximately calculated; so that the watchful "crammer" can predict the time when said course will pass through certain topics. Hence a very little knowledge on the applicant's part will go a long ways, if it happen to be properly located; and a high per cent. of correct answers will not furnish a basis from which to infer a high degree of brain-power.

But suppose that the very good-looking specimen from his mental stock is just a fair sample of the whole, so that, mixing our rhetoric, the orbit of the examiner is not a matter of special import, even then we have evidence only of acquired knowledge, rather than of a more vital thing, the power to reason.

The "boys" will take to heart one assertion of the critic: "If we required an accurate test of relative brain-power, we should be far more likely to obtain results by an examination in whist than we should by an examination in mathematics." County examiners might get a hint here whose out-working would, at least, beget an interest in the community. They might insist upon the shorter catechism for morals, a certificate from the applicant's last board of directors for successful experience, then a rubber at that game which was next to her devotions with old Sarah Battle, for evidence of brain-power, or ability to cope, calmly and successfully, with whatever new thing might turn up.

Just here an important question arises. Do examiners know whist, and if not, would there be danger of their experimenting with old sledge or some other base game? We fear that Chambers will not afford us any direct help in our teachers' examination problem, but we need help. May be we'd better have "a clear fire, a clean hearth, and the rigor of the game" ourselves.

Whether voting some score of times for Jefferson Davis in the Charleston convention, issuing military edicts in New Orleans, impeaching a President before the bar of the National Senate, hiring a hall to nominate himself for governor, or inditing a message from the Gubernatorial chair of Massachusetts, Gen. Butler seems never to forget that the world's a stage and he's a player; and always to enjoy being called before the curtain, whether by the plaudits of the dress circle or the hoots of the groundlings.

It is fair to presume that every teacher who cares to do so has read the General's views concerning common-school education and teachers' salaries.

Not long ago another governor and general, McClellan, stated the salary

question thus: "The practice is to commence all measures of economy by reducing the small salaries of the teachers, and to regulate the quality of the teachers by the amount set aside for the salary instead of the reverse operation. There can be no question that the general results of public education would be far greater were those entrusted with the direction of such matters to adopt the principle that they would first select the most competent teachers available, and then assign them salaries sufficient to content them and make them regard teaching as their permanent occupation. If education is worth doing at all, it is worth doing well; and the quality of the teachers is at the foundation of the whole system."

Yet a third governor, Horatio Seymour, gave utterance to this opinion: "All grades of schools are needed by our political organization. Nothing can be more mistaken than the idea that the public have no interest in anything more than what is called primary education, and that all beyond that is a matter of individual concern. If common schools are demanded by the very nature of our government, then the interests of all our people demand that there should be those so highly educated, not only that they can carry them on, but more than that, who can by their influence keep alive in the public mind a sense of the value of such schools. Where there are no men well trained in learning there will be no schools fit to teach its elements."

Perhaps one does not need to be a governor or general to see that, in reference to the salary matter, the trained, skillful, enthusiastic, real teacher is paid too little almost everywhere; while the unskilled, incompetent teacher, considering as an hireling his day, uncalled to the profession, undevoted to its vital interests, is paid too much.

The institute in Blank county is over, a historic fact not in itself calling for special mention. What are the results? Not belonging to the world of matter altogether, it is impossible to sum them by so earthy a science as arithmetic. The best attainable result would be a freshening of zeal, a renewal of determination, a fanning of the coals upon the altar of love for the vocation. The evidences or fruits of this spirit are tangible, but are not to be found in the complacent feeling of instructors concerning their own work, in pleasant words of praise in the report of the committee on resolutions, or in a general impression that all had had a good time. These are very good things, doubtless, but the real fruits must be sought and found, if found at all, in the school-rooms, which were represented at the institute.

Who were there? The Superintendents of the graded schools in the county came to discharge a professional duty toward their brethren, by example and by precept. Very good indeed!

A number of teachers from the ungraded section were present, in earnest to find out the better ways; some, alas, in search of patent machine ways which when wound up would run of themselves; but all upon a highly praiseworthy errand, and no two took home precisely the same package.

The young man, who had never been recognized as his merits deserved, or at least demanded, in the selection of institute instructors, was there, solitary and uncomfortable, but his countenance said plainly, "I will not come again." He will, though.

The other young man was there. He who has tried all these remedies suggested for the amelioration of the condition of schools and teachers, and has

found them altogether lighter than vanity, mere *theory*; with which label attached, he would ship them off toward that undiscovered country. He's a finished teacher.

Unless detained by the practical working of that very thoughtful statute which fails to require even a public officer to be in two places at the same time, the State Commissioner of Schools was there and put a willing hand to the wheel.

The county examiners of teachers were there—perhaps—, to lend a helping hand, and to give a little semi-official oversight to the work of preparing candidates for their commissions.

The good people of the town, if it was not one of these little, conceited, inflated cities, came out to the evening meetings.

Finally, the instructor was there; glad to meet the brethren and sisters of Blank county in institute assembled; brim-full of earnestness and happy in anticipation of a successful session, grim-visaged duty smoothes his wrinkled front; and if he can succeed in lifting any shipwrecked brother from the rocks, and sending him careering on toward his desired haven, he will, after a brief interview with the executive committee, go home fully satisfied.

Who were not there? A comparison of the institute roll with the county examiners' record will show that a large number of teachers, actual, probable, and possible, were absent. Teachers who would have been glad to come but thought they could not afford it. Bad economy. There is a saving which enricheth not.

Teachers whose official superiors refused to have the school closed, not that any interest would suffer, but to give proof of that "little, brief authority."

Teachers who, in their younger days, had put forth some tender leaves of hope, but whose growth soon ceased, and their promising greenness had given place to early decay.

And directors, although one day was set apart as "Directors' Day," and members of the Board of Education of the town, especially if it be a large town, these were not there, to a man.

How to bring about a much fuller attendance at all our county institutes is a problem demanding solution.

Farmers' clubs seem to have set in with considerable violence, and our candid opinion is that their meetings will be fruitful of good if they all hear as much sound doctrine as the one which met recently in Dayton. Dr. Hancock ignored the subject of fertilizers, except that brains were good on most soils, and I can find nothing upon the nurture and grafting of turnips, but here are three columns of sense upon the raising of boys—how and what for.

"The training which unfolds and directs the power of the soul transcends in value any other work to be done on the planet. It matters little how richly the body be clothed and fed, if the soul be left naked and starving. Mind is the only source of power in the universe.

There is a world of whose delights the ignorant man knows nothing, a world lifted above the cares, the vexations and the struggles of common daily life. The door to this world of divine magic is opened by but one key, and that key is a book. Except by that key no man may enter in.

Well will it be for what are sometimes called the privileged classes, if they

shall discern the signs of the times and throw themselves into the work of educating the whole people with a mighty and unceasing energy.

The common people are the rulers in this country, and are not likely to be driven into an abandonment of their most precious privilege.

There are two kinds of education ; one, the purpose of which is to make the best possible man out of the material it works upon ; the other, to make a skillful worker. No sharp division can be made. In neither should sight of the other be lost."

The discourse contains an outline of what the farmer's boy, or any other boy, should learn ; elevates labor upon a pinnacle, and begrudges the idle man room in this great universe just to sit around in.

The night of the late Jan. 13th was, in Central Ohio, such a one as makes people hing owre the ingle, while frosty winds blaw. But on that night the committee, chosen at Niagara to report whether the Ohio Teachers' Association can not do something to promote professional and literary culture, lived sae bien and snug at the roomy fireside of Dr. Williams and his worthy wife, in Delaware. Quotation marks are not used in the foregoing, as the Epistle to Davie is a common for anyone to brouse upon at will before and after January 25.

The members of the committee were all present—Mrs. Williams, the chairman, Dr. Hancock, and the undersigned. Mrs. W. will make a report to the Association at its next sitting, and we are not blind to the fact that strict etiquette would forbid our saying anything about it till then. It was thought best, however, that, unofficially and prematurely, the MONTHLY should give an outline of what was done, so that the profession might turn the matter over in its busy mind.

First, it was the "sense of the meeting" that the Association can do something promotive of this vital cause, and that it should make the effort. What the Chautauqua Reading Circle *has done* sheds light upon this proposition ; and if we admit the "can," the "should" follows as a deduction of professional morality.

Second, the attempt should be made in the direction of both literary and pedagogic reading.

Third, the Association should create a standing committee, or board of examiners, whose duties shall be to select a four-year's course of reading, to hold examinations, to issue certificates of progress from year to year, and diplomas to persons completing the course.

This is our recollection of what was done, as the notes taken on the ground seem to have blown away. The chairman will give the subject due form and comeliness at the proper time.

The Easy Chair has a pretty large number of "living certificates," sailing life's varied voyage, and sometimes is made happy by being remembered with a log.

A few weeks ago two leaves came by the same mail, from which these slips were torn : "Teaching is such a tearing-down kind of work that one must get sick soon or late. My rheumatism is likely to grow friendlier each year of my remaining life ; but then one gets kindly-disposed toward his aches and pains,

and they furnish him something to think and talk about outside his daily work when every other theme is exhausted. How are yours by this time? Fewer, I hope, than formerly; for though I treasure my own, I can not feel toward those of my friends this same affection." It appears to me that that is well said.

The other vessel had put in at Washington City. After looking in upon Congress and other shows: "In the evening I called on Bancroft and had the pleasure of wishing him a happy New Year and many returns. I was much surprised to find him so lively and vigorous, although his voice has taken on the piping treble of age and one can not hope that his great work will ever be continued down to the Mexican war—a limit he confidently expects to reach.

He was quite affable and, together with his wife, soon made me feel at home and forget that I was perhaps an obtrusive admirer."

And so forward through several interesting pages. If the writers of these two letters chance to notice the liberty I've taken, I'll pray them not to be offended. No one will shake his gory locks at them. I didn't say who did it.

The *Ironton Register* brings the sad intelligence of the death of Wallace C. Fagley, principal of the Ironton high school. He died on Friday, February 2. Though not personally acquainted with Mr. Fagley, we feel that in his death we have lost a friend. On our taking charge of the MONTHLY, he was among the first to offer words of sympathy and encouragement, and he has been an active supporter ever since.

The *Register* pays this tribute to his worth: "Not a great many people knew Mr. Fagley intimately. He was a quiet, reticent gentleman, and ill-health increased his natural unobtrusiveness. But he was a man of education, strong character and exalted views. He had an intelligent idea of what an education ought to be, and toward his ideal he struggled as best he could. He was not a technical teacher. He sought a principle for everything and there planted himself with hope and courage. He was candid, honest, diligent. The writer of this remembers with much pleasure the many talks with Mr. Fagley about school work, how noble his views were and how intensely he hoped to see them realized. Indeed, we have thought that this keen sensibility to duty was the weapon that warded off as long as now, the sure advancing disease. We grieve to miss him, but hope that the influences of his strong character may hold sway in the field of his last labor, long after the grass grows over his grave."

A reporter of the *Cleveland Herald* has interviewed a number of prominent citizens concerning the public school system of that city. Among those interviewed is Gen. M. D. Leggett, who has recently been a member of the Cleveland Board of Education, and was at one time at the head of the Akron schools.

Gen. Leggett expresses the conviction that a change is needed in the method of choosing members of the Board of Education. He suggests that the Board, which now consists of eighteen members, be reduced to one-half its present number; and that, instead of the election of one member by each ward, three members be appointed each year, by the judges of the Common Pleas Court, to serve for three years. He doubts the feasibility of this plan because of the popular demand that all offices be elective, and suggests, as the next best thing, the election by the city at large, of three members each year to serve for a term of three years.

We do not suppose any plan can be devised which would always exclude incompetent and designing men from Boards of Education, but we are convinced by observation and experience that an election at large is much more likely to secure good men than the plan of election by wards. It is found in practice that some wards in every city will choose men who could not be elected on a city ticket.

Mr. J. V. Hilliard, one of the Licking County Examiners, to whom was referred the grammar manuscripts in answer to the test questions given in our last number, has made his report. The best paper was presented by Mr. P. C. Hill, of Cheviot, O., teacher in sub-district No. 4, Green township, Hamilton county. Creditable papers were also presented by Oliver Larason, Licking county, J. H. W. Schmidt, Ansonia, W. S. Jones, Paris, Susie E. Cowdery, Sandusky, and Geo. W. Terry, Cortland. Mr. Hill has been credited with a year's subscription to the MONTHLY. His paper will appear in the next number.

Of the thirty-one applicants before the State Board of Examiners in December last, eighteen were successful. Their names are as follows:

Miss Margaret W. Sutherland, Mansfield; A. J. Surface, Ironton; J. O. Caldwell, South Salem; W. W. Evans, West Milton; Jos. A. Weitz, Sylvania; R. M. Boggs, New Richmond; G. W. Henry, New Lisbon; W. H. Van Fossan, Hanoverton; John Burke, Newport, Ky.; Hiram Sapp, Kent; O. T. Corson, Camden; J. H. Lowe, Hartwell; Henry Whitworth, Bellefontaine; D. W. Parks, Fultonham; Mrs. Martha E. Barney, Warren; H. F. Acker, New Lexington; Miss Mary E. Hall, Piqua; J. C. Shumaker, Ripley.

The following pathetic application for membership in the reading club should not be wasted. We must not tell this writer's name, but the card came from Barnesville: "I'll join the Psychology class if you will let me sit with Findley or Comings, and promise you will not let the big boys pull my hair, nor put pins under me, nor make me speak pieces and write compositions, and will not keep me in at recess for imperfect lessons. I don't have to go to school if I don't want to, and aint very good in Psychology, and—where's the next lesson?"

Two new names to the roll of the Schuyler class are H. L. Peck, Barnesville, L. D. Brown, Hamilton.

Thanks down at this end of the editorial bench are due to Superintendents Richardson, of Chillicothe, and Stevenson, of Columbus, for copies of their good-looking, comprehensive, systematically-arranged, and interesting reports.

NEW ADVERTISEMENTS.—Houghton, Mifflin & Co., Van Antwerp, Bragg & Co., American Globe and School Supply Co., Books at Wholesale, by L. S. Wells, Thos. P. Ballard, Western Reserve Normal School, Stinson & Co., True & Co., H. Hallett & Co.

EDUCATIONAL INTELLIGENCE.

—Only six applicants for State certificates at the recent session of the Iowa State Board.

—Prof. C. J. Albert of the Germantown High school is reported very successful in his work.

—J. J. Allison is serving his fourth year as superintendent of public schools at Jackson, Ohio.

—A fine program was prepared for the meeting of the Clark County Teachers' Association at Springfield, on Saturday, February 10.

—The people of Norwalk, Ohio, have voted to issue bonds to the amount of \$60,000, for the purpose of erecting a new high-school building. That is the right spirit.

—Henry M. James, late of Cleveland, now superintendent of schools at Omaha, is winning laurels in his new field. The *Omaha Bee* says Mr. James has proven to be the right man in the right place.

—From Superintendent Richardson's Annual Report just received we learn that the total enrollment of pupils in the Chillicothe schools last year was 1916. Of these, 108 belonged to the high school department.

—*The Schoolmaster* is swelled up for three months to double its wonted breadth of beam in order to stow away the record of proceedings of the last Illinois Teachers' Association. They are valuable numbers, as is also the ordinary thinner *Schoolmaster*.

—The *Educational Review*, of Pittsburg, Pa., has been transformed. Hitherto it has appeared as a magazine, much like the MONTHLY in form and size. The January number, just received, is a three-column sixteen-page paper like the *New York School Journal*. The *Review* looks well in its new clothes.

—The Annual Report of the Public Schools of Toledo, for the last school year, has been received. The number of teachers employed was 134, and the number of pupils enrolled was 7,826. The report of the Superintendent, John W. Dowd, contains full statistics of attendance, etc., and a summary of the work accomplished in the various departments.

—Had we the gift of prophecy we might affirm that there is a County Teachers' Reading Circle in Delaware Co. One was on the brink of being born on a January Saturday, when the minute hand of the clock pointed toward the depot, and we took the hint, our leave, and the train, but we have no doubt that the meeting did as the moon was once advised to do and went right on.

—We regret very much our inability to accept the invitation to attend the dedication of the new school building at Xenia, on the second of February. The report of the proceedings in the *Xenia Daily Gazette* recalls many tender memories. Several very familiar names appear among the speakers. If the old walls which gave place to the new building could have been permitted to speak, they would have had many a tale to tell. They might have told, among other things, of our first blundering attempts at graded school teaching. It is well that they are dumb.

—N. E. O. T. A.—The regular bi-monthly meeting of the North-eastern Ohio Teachers' Association was held at Cleveland on Saturday, February 10. The conference of superintendents and principals, at the Forest City House, on Friday evening, was one of the most interesting and profitable meetings of its kind we ever attended. The subject considered was "The Superintendency." The conductor of the meeting presented the following topical outline:

The superintendent—

I. In his relations to the Board of Education.

1. His attendance at meetings of the Board.
2. His influence in general upon the action of the Board.
3. His rights and duties in the selection of teachers.
4. His rights and duties in the matter of a course of study.
5. His rights and duties in relation to text-books.

II. In his relations to the teachers.

1. The extent to which he should sustain teachers in the measures they adopt for the government and instruction of their schools.
2. What assistance can he properly render teachers in the control of their pupils?
3. His functions as an instructor and trainer of teachers.
4. Testing and criticising teachers' work.
5. To what extent should he make report to the Board concerning teachers and their work?

III. In his relations to the pupils.

IV. In his relations to parents and community at large.

The entire evening was spent on the second general topic, and the subject was continued for the next meeting, which will be held at the same place, on Friday evening, immediately preceeding the second Saturday of April.

The meeting on Saturday was held in the rooms of the Board of Education. About forty men and ten women were present. (The number of teachers employed in the Cleveland schools is nearly five hundred, not more than a dozen of whom are men.)

The following excellent program was fully carried out:

- I. Inaugural Address, W. R. Comings, Norwalk, O.
- II. Elements of Success, Rev. C. V. Wilson, Youngstown, O.
- III. Psychology for Teachers, A. Schuyler, LL. D., Pres. Baldwin Univ'ty.

The President's address abounded in plain practical suggestions and was listened to with the closest attention.

The address of Rev. C. V. Wilson was an able presentation of very important truths. He stated the aim of education to be to make of the child a theist, a philanthropist, and a specialist. Each of these three branches of the work of education was amplified and enforced by argument and illustration, the forcible style and manner of the speaker aiding to make a strong impression.

Dr. Schuyler spoke without notes, and by the use of simple language and familiar illustration, made an abstruse subject very plain.

The proposition of Supt. Hinsdale to dispense with the June meeting was taken up, and after some discussion was again laid on the table, with the recommendation that provision be made in the program of the April meeting, for a discussion of the interests and management of the Association.

BOOK NOTICES.

A Hand-Book of Literature, English and American. Historical and Critical, with illustrations of the writings of each successive period. By Esther J. Trimble, late Prof. of Literature, State Normal School, West Chester, Pa. Philadelphia: Eldredge & Brother. Price, \$1.50. To teachers, for examination, \$1.00.

Each of the seventeen chapters of this book represents a period in the history of English literature, and contains specimen selections from the writings of the period. The outlines given are to be filled in at the discretion of the teacher, according to the time allotted to the study of the subject. The book is valuable for the information it contains. It is almost a thesaurus.

First Lessons in Physiology and Hygiene. For the use of Schools. By Charles K. Mills, M. D. Philadelphia: Eldredge & Brother. Price, 85 cents; to teachers, for examination, 60 cents.

The more important elementary facts in Physiology and Hygiene are here presented in simple language and in logical order. The synopsis and review questions at the close of each chapter will prove a convenience to both teacher and pupils.

The Greater Poems of Virgil. Vol. I. Containing the Pastoral Poems and six books of the Aeneid. Edited by J. B. Greenough. Boston: Published by Ginn, Heath, & Co.

Besides the text, this book contains a brief sketch of the great poet's life, copious notes with 123 illustrations, and a special vocabulary to Virgil, covering his complete works. The grammatical references are to Allen and Greenough, Gildersleeve, and Harkness. The second volume is to contain the remainder of the Aeneid and the Georgics.

The interest of teachers in the March number of the *North American Review* will center mainly in the symposium on "Educational Needs," by Prof. G. Stanley Hall, Prof. Felix Adler, President Thomas Hunter, and Dr. Mary Putnam Jacobi. "Money in Elections," "Gladstone," and "Protective Taxes and Wages" are some of the other leading articles.

Another admirable number of the *Atlantic* is that for March. It opens with the last installment of Longfellow's dramatic poem, Michael Angelo. The closing lines cannot be the author's own experience:

"Ah me! ah me! what darkness of despair!
So near to death, and yet so far from God!"

Then follows "In Carlyle's Country," by John Burroughs, which is full of vivid and pleasing pictures of Scotch life and character. And there are stories and travels and poems and reviews of important new books, etc., etc.—An excellent number.

The Popular Science Monthly for March comes freighted with choice reading on a great variety of subjects. Railway Monopoly, Queer Phases of Animal Life, Natural Religion, Evolution of the Camp-Meeting, Remedial Value of the Climate of Florida, Piratical Publishers, and A Few Words About Eatables, are some of the leading articles. The Editor's Table, Literary Notices, and Popular Miscellany are worth the subscription price.

The March number of *The Century Magazine* has for a frontispiece a portrait of Gambetta which, with the accompanying sketch of his life, was in preparation for this number before the illness which terminated in Gambetta's death. "A Good Fight Finished" is a short biographical sketch of the late Dr. Leonard Bacon, with portrait, contributed by his son. "A new Knock at an old Door," by Mrs. Runkle, is a woman's plea for the higher education of women, apropos of a recent petition for the admission of women to Columbia College. There are also historical articles, stories, poems, topics of the time, etc., etc. A frontispiece portrait of Ralph Waldo Emerson is promised for the April number.

—THE—

Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

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Number 4.

✓ COUNTY SUPERVISION IN IOWA.

BY L. L. KLINEFELTER, SUPERINTENDENT OF CERRO GORDO COUNTY.

Among the more thoughtful observers of the working of our public school system, there has long been a growing conviction that successful school management requires the aid of an intelligent person whose duty it is to look after many important matters which neither the teacher nor the Board of Education can be expected to oversee.

The teacher, though he may be actuated by the best of motives, and employ in his work the best of methods, is yet so limited to a narrow sphere of observation, and a prescribed direction of activity, as to have but little influence on any school but his own.

No matter how intelligent or how earnest a board of directors may be, the matter of school management must always share the attention of its members with a multitude of business cares.

Thus the schools are left to suffer for want of that help which comes from a community of interest, which those engaged in so vast a work ought to feel; the system languishes because each separate member works without the help of other members. The best methods of the best teacher bear fruit only in the atmosphere of his own school-room,

because there is no kindly skillful hand to engraft the fruitful scion upon the stock of barren practice elsewhere.

To supply this want, various systems of supervision have been proposed and tried. For the compact systems of graded schools, city supervision has been found an advantage ; but the methods of the city superintendent would be ill-suited to the looser organization of our rural schools, which, owing to inherent causes, cannot be reduced to the close system of city schools, admitting what I doubt, that it would be desirable to do so.

State supervision has been found excellent in certain respects, but for other practical purposes it is too remote. The people seldom if ever see the officer, and have no personal acquaintance with the man. They have more respect for the office than confidence in its utility, and are liable to feel that "he may be a very smart man, but he don't know our particular wants as well as we do." There is apt to be something too frigid, too unsocial, about State supervision to make it popular.

To meet this natural demand for an officer who would come close to the people, who could be expected to know the wants of his locality, township supervision was established. But here was the other extreme. If people saw too little of the state dignitary, they saw too much of the township official. If the one was too remote the other was too near. He became involved in local feuds and was charged, too often justly, with partiality. It was found, too, that either the compensation must be sufficient to support an officer who gives all his time to the supervision of less than a dozen schools, or he must be chosen from those whose support is derived from some other business. In the one case, while a suitable person was not always certain to be chosen, it was certain that his support was a heavy financial burden. In the other, it was found that while the expense was diminished, the advantages derived from the office were diminished in a much greater degree. The demands of the officer's other duties took precedence, and school work was usually performed in a purely perfunctory manner.

As a happy medium between these two extremes, County Supervision has been found to combine the desirable qualities of both. The field of operations is large enough to allow the payment of a living salary without adding sensibly to the burden of taxation ; yet it is not so large as to prevent the officer from becoming personally acquainted with a great many people in all parts of the county, and familiarizing himself with the condition and wants of every section.

While the county superintendent is near enough to be readily accessible, he is sufficiently removed to avoid entangling alliances with

local factions. While the statute may define his duties in general, it has been found that it is not best to hamper the office with too many statutory limitations. The duties are very largely of a discretionary nature. A fair compensation, the prospect of re-election, the watchful eye of public opinion, and the native honor and devotion to duty of the incumbent himself, have been found to afford the strongest and safest incentives to faithful effort.

County Supervision has been on probation in this State upwards of twenty years. During that time it has labored under many and serious disadvantages. Offering a salary which, until recently, was not large enough to be sure of securing the best talent, the office has long been trading stock in county conventions, to be bestowed "where it would do the most good" for the party. The salary, being in a measure regulated by the Board of Supervisors, has been a conspicuous mark for the scalping knife of parsimonious or scheming members. Yet, in spite of all these hindrances, county supervision has steadily grown in public favor. It is now better paid, better treated, and in every way more generally recognized as a useful factor in popular education than ever before. The last Legislature, a body noted for its scrutiny of public expenses, voted, by more than a two-thirds majority, to increase the salary of county superintendents $33\frac{1}{3}$ per cent., and few if any of its measures were received with more general approbation by the people.

Such is the verdict of the State which stands highest in the scale of popular intelligence, after twenty years' experience with County Supervision.

The duties prescribed by law vary in different states. In Iowa, they may be briefly summed up as follows :

1st. To examine teachers and grant certificates. 2nd. To visit schools. 3rd. To hold institutes. 4th. To hear appeals. 5th. To receive reports from district officers and make report to the Superintendent of Public Instruction.

The last two do not generally require much of his time. It is upon the three first named that his usefulness principally depends. There is no restriction placed upon him as an examiner, except that he shall certify that the holder of a certificate has a satisfactory knowledge of orthography, reading, writing, arithmetic, geography, grammar, U. S. history, physiology, and theory of teaching; that he has aptness to teach and ability to govern; and that, so far as known to the examiner, he possesses a good moral character.

Every person teaching in the public schools of the State must hold a certificate from the county superintendent of his county, except

those holding State certificates. Certificates are graded according to the judgment of the examiner into first, second and third grades, and are valid for one year or less. In rural schools, it is a very general custom to regulate the pay of the teacher by the grade of his certificate. Examinations are generally written, though a superintendent has the privilege of conducting them as he may choose. In cases where the superintendent has what the courts would term "judicial knowledge," he may grant a certificate on the recognized merit and successful teaching of the applicant. He must, in all cases, satisfy himself concerning the fitness of the applicant.

In visiting schools he can observe something of the methods, and the excellence or the deficiency of teachers, and by conversations with patrons, and in a thousand indirect ways, acquire a very fair idea of the value of a teacher's work.

He can also observe the best methods employed in one school and suggest them to other teachers who may need them, thus educating others while being educated himself. Here, also, he is brought into contact with the fathers and mothers of many of the children in the rural districts, and may observe and study the problem of popular education in the light of the home, and under the many-colored lights of environment. He may learn not a little from the sturdy independent views of substantial farmers or thoughtful mechanics; and, not the least of all, he may draw inspiration from the thought that here he comes in contact with the class of boys and girls from which will be recruited the next generation of eminent men and women.

In the management of the normal institute, which he is required to hold in his county once every year, and which is designed as a short school for the study of methods of instruction, the county superintendent may find a favorable opportunity for the introduction of improvement in the aims and methods of public instruction. It is at the normal institute that the rural teacher seeks the means of improvement, if he seeks them anywhere. Here it is that he is brought face to face with other teachers in his own line; here he meets men and women of wide experience, intelligent observation and careful study in the line of public school work; and here he finds a great variety of books and journals bearing on his work, in which he is induced to invest.

In this State, the system of county normal institutes was established ten years ago, since which time it has steadily grown in usefulness, until the annual institute is now rapidly becoming the culminating point of one year's educational effort and the initial point of the work of another. The success which has attended this agency is due, in

large measure, to the work of the county superintendency. The tendency is toward a division of labor. The graded schools of our cities and towns are handed over to the tender mercies of city superintendents and principals, while the rural districts, with their ungraded schools, are the peculiar heritage of the County Superintendent. It is for them that his best energies of mind and body are reserved. It is for their improvement that his best judgment and strongest common sense are called into exercise, and it is on their gnarled and uncomely branches that he hopes to see the ripest and sweetest fruit of his labor.

Mason City, Iowa.

SCHOOLS AND SCHOOLMASTERS OF GERMANY.

No. III.

BY SEBASTIAN THOMAS, LODI, O.

No system of education, however perfect, can produce satisfactory results without convenient buildings, furniture, books, and apparatus.

The school buildings in Germany are satisfactory; any complaint made on account of them would be capricious and out of place. With the general rousing up of the spirit of reformation among the public schools, the school buildings were not omitted. And, from appearance, the greatest number have been erected within the past ten or fifteen years.

Before a new building is erected, the school law requires the following particulars to be noticed: the location must be central with respect to population; it must be removed from busy streets, and from factories with noisy machinery, or whose manufactures occasion unhealthy or ill-smelling odors; the ground must be dry, and sufficiently elevated that the water may readily run off. The buildings may then be erected after the location has been duly inspected by the *Kreisarzt*, the District Physician, and officially reported to the Bureau, as to its suitableness with respect to healthfulness, etc.

The buildings are all substantially built of stone or brick, never of wood. Each building must have a basement, and the first story floors are so constructed as to be impervious to damp vapors from the cellar. The building must stand at least 40 feet from any other building, so that it may have all the advantage of sunlight and air. Each school-house contains a yard large enough, dry and clean, suitable for a play ground. Besides the games which the children play among themselves, and which, strange enough, are the same in every quarter of

the globe, wherever there are school children, the government provides cross-bars, swings, and other appliances for out-door gymnastics. Every yard has a good well of water—a very wise provision; and it is heartily to be desired that our school law would make a like provision. As a general rule, our country and small village schools have no wells, but must depend for their water supply upon the wells of private citizens living near, with no little annoyance to them, and a great deal of mischief to the school.

The size of the rooms generally depends upon the number of pupils, each pupil requiring an area of eight-tenths of a square meter, besides room for the teacher's desk, recitation seats, aisles, and the stove. The height of the ceiling is from 3.5 to 4 meters, allotting to each pupil about 3 cubic meters of air. The length of a room must not exceed 10 meters. Its width depends upon the quantity of light admitted through the windows, but in general the length is to the width as 5:3. The above measures are given at their lowest estimate. I have been in school rooms much larger in proportion to the number of pupils.

Each room has a passage large enough to serve for a cloak room. The floors and partitions are deadened, and each room (in a building containing many rooms) joins a large hall-way, so as to give an easy exit. At intermissions the pupils of each room enter this hall, where they form in companies, to march in good order out upon the playground. After intermission they return in the same orderly manner. In all this there is nothing overstrained, and the pupils cheerfully submit to the order. Let him who will, poke fun at those of my fellow teachers who use a similar method to dismiss their schools, for being military, etc. The method is much to be preferred to that disorderly, pell-mell stampede, with which so many of our schools are dismissed.

Light is a very important matter in a school-room, especially the quantity and direction of light. In school architecture, the government gives the following directions upon this point: the area occupied by the windows must be at least $\frac{1}{4}$, and if the light is limited by adjoining buildings, $\frac{1}{4}$ of the area of the floor of the room; there must be no windows in the front wall; the window-sill must be on a level with the school desks, and the light if possible must fall over the pupil's left shoulder.

The matter of school architecture has engaged the attention of the best minds, their conclusions have been accepted in good faith by the government, and it insists upon a strict and faithful observance of its directions. It is sad to know that in too many instances in our country, from slack legislation, and from lack of proper concern by parties

officially authorized to oversee the buildings, our school architecture depends too much upon the man who has undertaken the "job." It is unnecessary to cite instances; they will occur to every reader of this article.

Heating and ventilation, upon which there is much theorizing and disputation from all quarters, are two features of which I did not see anything that attracted my attention particularly, so as to be worthy of notice. I suppose, in Germany as well as in America, in spite of all theory, the most direct means will be taken to heat a room, and sensible teachers will open doors and windows to let in a supply of fresh air during recess, or while he has his pupils go through a gymnastic exercise.

Of school desks the Germans have nothing to boast. For this article, if they desire beauty and comfort, they must send to our American school supplies. Upon matters of comfort, the United States ought to be consulted. Our railroad coaches, hotel lounges and school desks, are convincing testimonials of this fact to those traveling in Europe.

Likewise in text-books, as far as their material construction is concerned—paper, typography, beauty of illustrations and binding, the Germans cannot compete with us. Our publishing houses rival each other in points of beauty and adaptability, so that the art of book-making may be said to have reached the highest state of perfection in America. Perhaps the chief criticism that can justly be made upon the greater portion of our text-books, is that they contain too much. Most text-book writers overstep the proper limits in the way of explanations, solutions, questions, etc. They all attempt to make things so clear that there is nothing left for a healthy, hungry mind to feed upon; so that the wise and thoughtful are compelled to believe that the human race is a race of idiots; but fools are flattered to believe they know enough,—far more than Solomon—now that they are able to remember rules and explanations.

In the beginning of our educational history, during the revolutionary and pioneer period, when good teachers were scarce, and even the poor ones of that time were in great demand, text-books had need to be written with so much explanatoriness, that all that was needed was a pair of hands and feet to carry them through the school-room; and, with the exception of the voice, which the owner of the hands and feet was expected to furnish, the text-books did the teaching. No wonder, then, that among us obtains the sentiment, "everybody can teach." Yes, with the aid of our text-books, everybody attempts to teach, and generally succeeds so far as to keep the public convinced

that everybody *can* teach. And it smiles at the idea that teaching should aspire to the dignity of a profession. A great impulse might be given in the direction of securing State Teachers' Training Schools, if one-third of the matter, especially rules, explanations, and descriptions, were left out of our arithmetics, grammars and geographies, and were reserved to be taught in these institutions, by able men, to candidates for the profession of teaching.

I have before me a *Schulgrammitik der deutschen Sprache*, Von K. A. Schoenke. The book contains 78 pages, 30 of which are taken up by composition, and in the remaining 48 is the substance of the grammar of the German language. Any one, at all acquainted with the language, will concede that it has, being still an inflected language, more real grammar than the English. Indeed, I confess that only those who have prepared themselves for the work can successfully give instruction from this book. It is positively a heap of bones, and needs the inspiring breath of the teacher to give it a quickening within the minds of his pupils, but when he succeeds it will be effectually done.

Like the grammar, I noticed that all the other books are small, with the exception of the readers, which are large, and, in the higher classes, exceed ours in size and variety of matter. The reading class, in fact, is the principal class in school. A great deal of accessory teaching is done with the reading class. There are, for instance, grammar, style of composition, spelling, literature, history, etc. What may not be done with a reading class by a competent teacher!

The school-book controversy, as to change of books, and kind of books, has no chance whatever to creep into the German schools. The books, charts, maps, etc., are all determined by the "Ministerium des Innern." A change of text-books is only possible at the periodic visitation of the "Kreis Schul Commission," which occurs every three years at every school, when an inventory of the buildings, grounds, funds, apparatus, books, etc., is made. Every complaint is then in order to be investigated, and if that of books is sufficient to warrant a change, the Commission will lay the matter before the "Ministerium des Innern," and an order to change may be expected.

The following is a list of articles which are included under the appropriate and untranslatable term, "Lehrmittel," which are required to be at hand in every school. In the primary departments: alphabetical chart; abacus; metric ruler; two blackboards, one of which may be revolved (it is rather strange, but no doubt another illustration of the superior ingenuity of the American, that the German, as yet, seems to know nothing of wall blackboards. To an American teacher, entering a German school-room, the two blackboard frames

give an appearance to the room as if it had just been moved into before the furniture had been pushed into proper place); a wall map of the province in which the school may be; a relief map of Germany; a wall map of Palestine; charts of Natural History.

In the grammar and high school departments: blackboards like those in the preceding department; globe; map of the world with hemispheres; wall maps of Germany, Europe, and Palestine; charts of Natural History, more extensive than those of the lower grades; metric ruler; a pair of wooden compasses. And for the exclusive use of the high school: a set of cubical blocks to illustrate different geometrical figures used in mensuration; philosophical apparatus; half a dozen test tubes; glass funnel; two cups; Bunsen's battery; glass tubing; copper wire; balance for weighing; a barometer; an electro magnet; and a magnetic needle. Besides these articles, there is in every school room a complete set of books for the particular grade for the use of the teacher, a thermometer, and a violin.

With many people—good people too, whose acquaintance I earnestly desire to cultivate, the violin is the symbol of all godless merriment. Some shy off at the sight of one, and tremble even at the mention of the name. If there are such among my kind and patient readers, whose convictions I sincerely respect, to them let me say, before closing, that in the school-room in Germany the violin is used for no other purpose than to accompany the children's voices in their singing.

The ability to sing and to play on the violin and the pipe organ, are among the requirements necessary to become a teacher, and these accomplishments are as much a matter of course with the German schoolmasters as parsing is with the American. I one day entered a school-room just as the teacher was starting his pupils at singing, but at my appearance he quickly dropped his violin, made a quick and nervous movement with his hand, there was a quick shuffling noise, and in a moment the pupils were all on their feet. The teacher recognized me, as I had been introduced to him the day before; he met me at the door and conducted me to the front. I bowed to the pupils in recognition of their courtesy, when they all quietly sat down again. The teacher seemed to be one of those good-natured, kind-hearted souls, who are always anxious to please, and on all occasions prefer others to themselves. The good fellow had evidently never been very far from home; he knew little of the ways of the world outside, but in the simplicity of his heart he believed schoolmasters to be the same the world over,—speaking the same language, reading the same books, playing the same tunes, and singing the same songs. He was very anxious to exalt me before his pupils, so he made them a little speech,

saying that I was a certain "Herr" so and so, "from the United States, that wonderful land of which we often read, and," he said in conclusion, "out of respect I will ask the Herr to accompany you through your song." With these words he handed me his violin. I was considerably flustered, and excused myself by saying that I was somewhat out of practice. My apology was accepted and the music commenced.

I have made use of the terms, primary, grammar, and high school, in conformity to the prevailing practice in this country. As the public schools in Germany educate the youth to the fourteenth year only, a different system of grading is adopted. In my next article, I shall endeavor to give a description of the method of grading in the German public schools.

(To be continued.)

✓ TEMPERANCE AND EDUCATION.

BY J. H. KENNEDY, CLEVELAND, O.

Those who have noticed the current gossip of the press during the past three or four weeks, are aware that an endeavor has been made to bring the matter of temperance into more intimate connection with the educational system of Ohio, by making the study of the effects of alcohol on the human system a part of the course of instruction in the public schools. This endeavor has suggested several topics which the teachers of both public and private schools cannot investigate without being led to an understanding of the boundless opportunities for good that have been placed in their hands.

The teacher who, in these days of modern state and municipal machinery, has a great deal to do with members of boards of education and superintendents, and little with the people, can hardly be blamed for falling into the belief that the quality of his work is known only as the annual or the monthly reports of those who engage him shall set it forth, and that the fathers of his pupils are too deep in politics or business to investigate the mental and moral food with which he is daily feeding them. On the surface, this may seem to be the case, yet in fact it is not the case. The parents of the rising generation, especially in the cities, may not give as close personal attention to the work of the schools as did the farmers or even the business men of twenty years ago, yet the criticisms that are made go more directly to the heart of the difficulty, sink deeper, and are the more cer-

tain of bearing fruit. Any assumption on the part of a teacher that his work does not fall under close inspection in the home, is an error. The father or the mother does not pay an annual or a "term" visit to the school room, as was the custom in the district school ten or a dozen years ago, but they none the less watch the growth of mental or moral ideas in the minds and hearts of their children, and trace through such medium the good work, or the neglect of the teachers who have had them in charge. I dwell upon this point that the teacher who endeavors to give power and spirit to his teaching, and to scatter seeds of good in the minds of his pupils, even in cases where the course of study and the text-books may not require it, shall feel that his effort is not rewarded alone by the consciousness that he has been a "school missionary" beyond the requirements of the contract under which he has been engaged.

It is not expected by any one that the school room shall be managed as a Sunday school convention or a temperance lyceum, but the immense power that a teacher can bring to bear day after day, upon the plastic material before him, to set permanently such impressions as he may desire, seems of itself to suggest that he shall use it for the good of the children in the years when their resources shall be put to the test of real life. The passage of the law referred to above would be the impression of authority upon the teacher's commission to teach temperance in the schools; but without that law, and without any loudly expressed intention as to his purpose, the teacher who has a just understanding of his duty, can fix in the minds of his pupils the fact that alcohol is a poison that cannot be taken into the system without evil effects, and that its continued use results inevitably in physical ruin, as well as in mental and moral degradation.

The proposed law, for which petitions have been obtained in all parts of Ohio, and which may become a law in fact before these ideas see light, is copied after one put into operation in Minnesota a year ago, and also recently passed by the Legislature of Vermont. It deals in no sentiment whatever, but is based upon an incontrovertible scientific fact that alcohol is a poison, to be used, if used at all, only at rare intervals, and then under careful and experienced medical direction. It provides that the physiological effects of this poison shall be taught in all schools under control of the state, or supported out of the public funds, even as other questions of physiology are taught. The basis of cold scientific fact upon which the law is built, prevents any question of sentiment, religion, or nationality from creeping in to create dissension or to arouse opposition.

It is needless to call attention to the aid that a decade of such teach-

ing will give to the temperance cause. There has been, perhaps, in all temperance effort, too much of a tendency to appeal only to the religious and moral natures of men, and not enough to the practical side. An impression finds its way into the minds of many that, after years of dissipation, one can straighten up if he is so disposed, and walk erect as before. Men do not understand that every ounce of alcohol that is taken into the system still further weakens and wears out the very qualities of physical strength upon which they must depend to free themselves from bondage. The fact is not sufficiently impressed upon them, that even if they should reform, and remain reformed long enough to get all of the poison out of their systems, it is only through years of clean and temperate living, that they can get their physical powers back to the old strength and former freedom of action. And in many cases the ravages that the alcoholic poison has caused can never be repaired, and the victim carries the penalty of his disobedience of nature's law to the very grave.

This proposed teaching of the physical qualities and effects of alcohol, in the schools, supplies the information that too many of the adults of to-day lack, and sets up a danger-sign at the very outset of the journey. It sinks into the minds of the young certain articles of knowledge that will aid them very materially to avoid the dangers into which ignorance might lead them. It states a scientific fact in an authoritative manner, which would no more be questioned or doubted by the child, than is the statement that two and two make four, or that prussic acid is a poison. It sets before him the fact that a life of abstinence from alcoholic beverages is not a mere reduction of a moral sentiment or partisan doctrine to experiment, but an observance of the law under which nature has placed all men, and which he cannot break with impunity. It gives him, when beset with temptation, a reason for refusal that appeals to the very first human law—that of self-preservation. It teaches him that the physical effects which he sees in the body of the inebriate are the natural consequences of a violation of a physical law, that cannot be avoided, repealed or amended by all the sophistries and arguments with which the apologists for alcoholic beverages seek to bolster up a cause upon which nature has placed her seal of disapproval.

It is hardly necessary to suggest to a body of men and women who have spent the most observing years of life among the young, that the seed sown in childhood is that to which we look the most confidently for returns.

A somewhat extended acquaintance with those who have had this educational law in charge, and by whose labors the petitions in its

favor have been secured, gives me warrant for addressing the teachers of the State in their name. It has seemed to them that Ohio, which has done so much for the cause of education, should not allow States east and west to go so far in advance of her in this new line of moral reform. They asked the General Assembly to pass this law, and thus to furnish the children of the State with one more protection against the evils which they must soon meet and conquer, or by which they must be overcome. They meet with much encouragement and much discouragement in their appeal, and although the bill may become a law before this reaches the teachers of the State, the chances are against it.

In their name, therefore, I ask the teachers of Ohio to give this matter close attention, with an eye to its practical side, and above all with reference to the field of increased usefulness which it would open before them. A close observation of our public schools, and of those who have them in charge, untouched by any bias that might have come by personal participation as a teacher therein, has led me to the belief that a majority of our teachers feel that they have a higher mission than the mere transmission to others of a certain amount of routine knowledge, or the keeping of a class or school up to a certain required standard. A majority of them, I believe, feel that their work combines that of the missionary with that of the social scientist. It is from this majority that the results desired in this temperance work must come, and to them is addressed the appeal of the authors and sponsors of this educational bill. The manner in which they can give help will suggest itself to each teacher who gives the subject a moment of personal consideration.

If the bill has not yet passed, a word addressed to the right quarter will have weight. If it has passed, the way is open and clear, and the good that can be obtained depends in a large degree upon the earnestness and heartiness of purpose with which the teachers of the State address themselves to the task.

HOW ARITHMETIC SHOULD BE TAUGHT.

The following directions, given by Superintendent Hinsdale to the Cleveland teachers, are very valuable. They may be studied with profit by teachers of every grade, in both town and country. So much good sound doctrine on the subject of teaching is not often found in such small compass:

Arithmetic may be considered from two points of view. First, it is

a source of mental discipline or training, and so is of practical use as an educational instrument. Secondly, it is an instrument of business and general study, and so is of practical utility in life. It stands to the whole round of business affairs in a relation like that of mathematics to the natural sciences—it is an indispensable instrument. The same classification may be extended to other studies; they have a proper scientific and a proper practical value.

From another point of view, the studies pursued in schools may be roughly divided into three groups: information-giving studies, as geography and history; disciplinary studies, as the mathematics; and studies that deal with the power of expressing thought and feeling, as reading and composition. These definitions must not be insisted upon too strictly; the elements of discipline and of information appear in all studies; but the division is true to the main characters of the several studies grouped under them, and is of great use to the educator.

Accordingly, all the studies pursued in primary and grammar schools have disciplinary power; they all tend, though in different degrees, to train and develop the mind; but no other of these studies equals arithmetic as far as the faculty of thought is concerned. Penmanship and drawing will do more for the eye; reading will do more for the sentiments, the feelings, and the will; object lessons will do more for perception; grammar and composition for expression; but as respects the logical process—the power of analysis and synthesis, of reasoning, of argument, of applying principles already known to new cases, of *thinking* in the proper sense—the great reliance is arithmetic.

Hence the teacher of arithmetic will never lose sight of these two things—discipline and business. Nor will she lose sight of the relation in which these two things stand to each other. Arithmetic is first scientific, secondly practical (meaning by “practical” pertaining to business). The teacher will, therefore, begin with general principles and methods, and will reach the practical applications afterwards. The one is pure arithmetic, and the other mixed arithmetic. Any attempt to reverse this order must fail. The pupil well grounded in general principles and methods can readily learn to apply them to particular cases or to business, but the pupil who begins with business transactions can never be an arithmetician, and in business will always work by *rule of thumb*.

These general propositions stated, attention is now drawn to the following points, which teachers will study with great care, and then follow, as far as they go.

1. The text-book, and not oral instruction, will form the backbone of the work in practical arithmetic. Under given conditions it is easy,

and perhaps necessary, for the teacher to cut loose from the book, and make arithmetic for her pupils as she goes along. The natural results of such a course will be such as these : the scholars will hardly know what they have arithmetics for ; they will have vague ideas of where they are and of what they are doing ; they will find it difficult or impossible to locate themselves in the study ; the different parts of their work will be poorly connected ; they will study too little and depend upon the oral instruction too much ; the work will be too little theirs, too much the teacher's. These will be the strong tendencies, if not the general results, of such a method. Accordingly, such a course should not be followed as long as the text-book is measurably satisfactory. The pupils must know what they have arithmetics for, and this knowledge they will gain from using them.

The foregoing remarks do not mean a slavish dependence upon the book. If the examples in the book are too few, if they are too easy, if they all have printed answers (thereby creating the habit of "working for answers"), supplemental examples must be sought in other sources. Large room is here left for the discretion of the teacher. But the definitions of the book, and the processes and methods of the book will be followed, unless they are positively faulty and the teacher can furnish better ones. No teacher, for example, should be satisfied with those methods that involve a subversion of the principles that a product is of the same kind as the multiplicand, and that the multiplier is an abstract number (see the methods for reduction descending, finding the areas of squares, etc., and contents of cubes, etc). It may be added, too, that ordinarily, the teacher should assign to-day a definite lesson for to-morrow. If in presenting the subject she intends to follow the book closely, she should fix the limits of the lesson ; but if not so closely, she should, at least, say that such or such will be the subject, that it is treated in such or such a place in the book, and she will encourage its study, unless, in her opinion, such study would be pernicious. The primary idea of the recitation in arithmetic, as in other studies, is not that the pupils are to be instructed by the teacher, but that they are to recite what they have learned ; otherwise it is not a recitation at all, but only an infilling. Recitation (though not in the sense of repeating words that have been conned) is the first thing, but ample room is left for the teacher to correct what is wrong, to supply what is defective, and to make clear what is dark. Text-books of arithmetic, like other text-books, must be vitalized through and through by the living teacher.

2. Where the program is crowded and the course is full, the teacher will be tempted to do too much work for her class. Especially

in a one-division school, the preparation of the lesson and the recitation of the lesson are likely to run into each other ; the line of separation between study and recitation may become dim and shadowy. The pressure of percentages, pass-marks, and promotions may become too strong for even the conscientious teacher. Here it should be said, the primary teachers must plant the pupils, in all studies, upon the ground of personal, strong, independent work. For the rest, nothing is gained in the end by carrying the weak in the beginning. Accordingly, the tendency to over-help pupils must be resisted, and they must be made to depend upon themselves.

The remarks just made do not ignore the fact that the teacher must do a great deal to help her pupils ; this is what she is for ; but she should be careful *to help* in ways that will not, in the end, harm them. Perhaps the harm does not come so much from the amount of help as from the kind of help. If every question is answered, every problem solved, every difficulty removed, the very end of education is defeated in the beginning. A similar question may be answered, or the solution of an analogous problem may be pointed out ; an inclined plane may be discovered to the pupil, and thus he may be helped to help himself. Sometimes a few well directed questions about to-morrow's lessons will be of material service, and save valuable time. Here the teacher must be guided by her own experience. Certainly she must not, by means of questions and answers, virtually do all the thinking, and so do all the work save only the computations. But the pupil may have his attention directed to the points of difficulty so that he can grapple with them at once, or the connection of this subject with another one may be indicated. The child should not be left in the fog to find the fortress he is to storm ; the teacher should point it out to him, and conduct him to the foot of the wall if necessary ; but the pupil must do the storming. Proceeding in this way, some time may apparently be lost in the beginning, but only to gain both time and power in the end.

3. No pains must be spared thoroughly to ground the pupil in the elements of each subject. Suppose it is common fractions. What is a fraction ? How does the thing called fraction come into existence ? What is the precise office performed by each of the numbers, the numerator and denominator ? The pupil must be led to form clear ideas on all these points, and to express them in intelligible language. This done, it is hardly too much to say that common fractions are half mastered. Or suppose it is percentage. The profitable pursuit of this subject involves a good knowledge of the fundamental rules, aliquot parts, and fractions, common and decimal. The pupil's first step in

advance will be to find the meaning of the term "per cent." Very likely he will think it has to do solely with money. Hence he must be made to see by full illustration, that the term may apply to any mathematical quantity whatever, and that one per cent., five per cent., or ten per cent. of a quantity is one, five, or ten hundredths of the quantity. He must see, too, that twenty-five per cent. of a quantity is one fourth, fifty per cent. one half, and one hundred per cent. the whole of the quantity; that two hundred per cent. of the quantity is twice the quantity; that a quantity can be increased by any per cent., but that it cannot be diminished by more than one hundred per cent. He must also see how decimals express per cents. These things well understood, percentage is no longer difficult to the determined pupil. Illustration of this first point—the thorough grounding of the pupil in the elements—could be extended indefinitely. But this is not necessary, except to say that nothing can ever compensate for an imperfect training in the fundamental rules—notation, addition, subtraction, multiplication, and division. The key to practical arithmetic lies in the work now assigned to the A primary grade; so true is it that in arithmetic as a whole, as in each particular subject, everything depends upon getting a good start.

No instruction is satisfactory that does not lay hold upon principles. Once this question was asked certain pupils at an examination: "What is the weight of a cubic mile of water, each foot weighing 1000 oz. avoirdupois?" Some of the pupils in the grade failed to solve the question. Some of them actually multiplied the number of feet in a linear mile by three, and called the product the contents of a cubic mile! Inquiry led to the discovery that they had no conception of what a cubic mile is, or the real principle underlying solid measure; apparently these children fell back upon the table, in which they found the cubic inch, the cubic foot, and the cubic yard, but no cubic mile, and so they were stranded. There is no cubic mile in the table. Here is a fault of the teaching. A gentleman once said of a certain mode of teaching arithmetic: "It teaches pupils how to find the area of a *black* board, but if you call upon them for the area of a *blue* board, they say 'the teacher hasn't given us that.'"

4. Concrete work must by no means be lost sight of. Observation shows that children often succeed in abstract work who fail in concrete, unexpected as that fact may be to some. The failure arises from inability to apply general principles to particular cases. The child can solve a question that is "just like" one solved in the book or by the teacher; he can solve it if sure that it comes under a given "case;" but when left to determine from the nature of the question

what principles apply, he is weak and helpless. Of course, power and readiness come from long use and practice, and too much must not be expected of children; but the concrete work is the point of connection between pure arithmetic and business affairs. The great point is, to develop a power of thought that will enable the learner to deal with new conditions as they arise. This must be reached in this way: teach the pupil to look into questions themselves; train him to habits of careful analysis; ply him with questions slightly divergent; put before him problems varying more or less from those with which he is already familiar; give him test questions from other sources than the text-book that he uses; and in all ways make him understand that real arithmetic questions arise out of the infinitely varying conditions of human life, and that they are not ground out of some mathematician's mill. For these purposes the value of mental arithmetic, if rightly used, can hardly be over-estimated.

5. The intelligent teacher will be quick to see that the roads leading from some subjects into business affairs are more numerous than those leading from others. These roads she will also be quick to point out to her class. The fundamental rules, fractions, common and decimal, aliquot parts (or "practice" as "Ray's Practical" puts it), and percentage may be emphasized. An observing writer has said of one of these subjects:

"The subject of 'aliquot parts' has not usually the attention that its importance demands. The prices of many of the common articles that we buy in our stores are aliquot parts of a dollar. We get sugar at $12\frac{1}{2}$, 10, or $8\frac{1}{3}$ cents per pound; coffee at 25, $33\frac{1}{3}$, or $37\frac{1}{2}$ cts.; and many other articles at such prices as 50c., $62\frac{1}{2}$ c., \$1.12 $\frac{1}{2}$, \$2.25, etc. What grocer would want a clerk who had to use paper and pencil to find the value of 6 lbs. of coffee at $33\frac{1}{3}$ c. per pound, or 8 lbs. of butter at $37\frac{1}{2}$ c., or 18 dozen eggs at 25c. per dozen? What merchant wants a clerk who cannot reckon mentally and quickly the cost of 12 yards of calico at $12\frac{1}{2}$ c. per yard, or 9 pairs of hose at $16\frac{2}{3}$ c. per pair? And still I have seen first grade pupils who would require slate and pencil and several minutes of time to solve such examples."

6. The writer just quoted also calls attention to accuracy and rapidity in computations. These are essential in business, and care must be taken to develop the pupil in both directions. All new processes must be slowly conducted at first, but facility will come with use. Exercises should be introduced solely to create this power. Then business men are fond of "short methods" (what are properly called "contractions," as aliquot parts in fact is). These "short methods will not answer the purposes of scientific training in the schools; they always

conceal some of the steps of the process, and so are dark to the mind of the pupil; but in their place they are admirable, saving both time and money. Therefore, while the teacher must, for the purposes of discipline, first present the full-length method, seeing that all its parts are understood, she nevertheless, can present some of the more useful contractions, and should do so. Here it may be said, the boy who is well grounded in arithmetical doctrine, when he goes into business, can readily adopt those short-cut methods which belong to particular rather than general arithmetic, and for which place cannot be found in the book or class.

7. Blackboard work must receive due attention. The board and the slate perform the same office, viz: to receive and carry the results of mental operations; they have each their excellencies and defects; they are both to be used; but solutions on the board, accompanied by explanations to the teacher and the whole class are a great advantage to the pupil. The rule in every class should be a certain number of blackboard solutions and explanations every day,—a rule to be set aside only for a reason.

8. At the close of this paper something should be said about the spirit of the teacher. If the teacher is given to disheartening remarks, as, "the work is very heavy in this grade," "there are so many studies," "there is very little time," "the examination questions are too hard," etc., she will naturally create the impression that success cannot fairly be expected, and she will certainly demoralize her class. Such remarks have no place in the school-room. The good teacher never intentionally breaks down the courage of her pupils, or causes them (in this sense) to lose faith in themselves. She will say, on due occasion, "the work is rather heavy," or "the questions are a little hard," or "I wish we had more time;" but she will use the time she has in healthful work, and will not waste it in mourning because she has no more. Too much stress cannot be laid upon the mental temper of the teacher; is she herself eager, confident, inspiring, or is she easy-going, discouraged, and faltering? The answer to this question may determine the whole question of success or failure. Some persons of abundant scholarship, sound character, and apt to teach have no business in the school-room as teachers, simply because they lack the teacher's mental temper.

THE supreme end to be secured at school is not knowledge, but development, and those studies which occasion the best development are, after all, the most useful.—*Dickinson.*

SAVE US FROM OUR FRIENDS!

BY ALSTON ELLIS, SANDUSKY, O.

In the March number of the *North American Review*, G. Stanley Hall, Felix Adler, Thomas Hunter, and Mary Putnam Jacobi, give their views on "Educational Needs." Hygiene, child nature, moral training, division of the labor of instruction, over-work in school, variety in school work, technical education, relations of teachers to employers, silent reading and home study are the principal subjects discussed in the first three papers. The manner in which these topics are treated is, in the main, concise and thoughtful.

One fact is patent to the intelligent reader of Dr. Jacobi's contribution, and that is, that the writer has made statements regarding the work of the public schools which are not sustained by the facts. These statements are mingled with a little sound doctrine to which we can yield a ready assent. A well-written article, into which truth and error are about equally interwoven, works greater injury to the subject of which it treats than one whose unfriendly spirit is at once evident.

Dr. Jacobi, writing as a professed friend, makes some strictures upon our public schools which, if true, should cause them to be reconstructed speedily. I quote some characteristic sentences from Dr. Jacobi's paper, which, though necessarily given out of their connection, fairly present her views. These are numbered in order to make reference to the points they present easy.

1. "So soon as the problem of education is recognized as bearing upon the development of a dual organism in all its parts, it will no longer be considered proper to devote eight hours a day to the training of the memory, and fifteen minutes to inadequate calisthenic exercise of the muscles."

2. "Twenty or thirty children are certainly all that a single brain can pretend to teach; but our public-school classes habitually contain sixty, eighty, and even more pupils."

3. "The system of examination papers, or even of oral examinations conducted by a stranger, however plausible and however proper for adults, is unsuited to children. There is no use in obtaining average or percentage estimates of their ability."

4. "In the present system, so far as I understand, little or no scope is allowed any individual teacher for development of individual method, or talent, or originality; all tendency to invention is crushed in the mighty working of the educational machine. Not only so, but, so far as I have been able to observe, the female teachers at least have be-

come cowed into an attitude of timid submissiveness absolutely fatal to any independent judgment concerning their own work."

5. "According to the prevailing system, not only are a large number of intellectual faculties—imagination, invention, judgment, reasoning, perception—left without systematic training, but the senses, the first avenues of mental impressions, are disregarded altogether."

6. "Yet this slipshod habit—reading words without any distinct idea of their meaning—is largely fostered by the attempt to educate children in huge droves at our public schools."

7. "It seems to me singular that the subject of ethical education in the public schools is for the moment so entirely left out of sight."

The work of the public schools is seriously arraigned and severely criticised in the passages quoted. The writer prefaces her article by saying that she records her recollections as a pupil and the information derived from teachers and pupils. It would be interesting to know when and where she was educated and what teachers gave her the evidence she claims to have secured.

A brief and imperfect notice of the remarkable statements before cited is all that space will allow.

1. This count in the indictment may be dismissed with the remark that no superintendent or teacher thinks it proper to do the things named.

2. Over-crowding *is* far too common. The first part of the sentence contains a wholesome truth that is not generally well understood by school officials. The last statement is a gross exaggeration.

3. No nervous shock results from an intelligent examination of a pupil's work. School examinations are not, as a rule, conducted by strangers, but by a superintendent or principal who comes in frequent contact with teachers and pupils and has a personal knowledge of their work. In many instances, teachers examine their own pupils upon questions prepared by the superintendent or principal. In few cases are promotions or failures passed upon until the teacher is consulted. Wise examinations are the surest and easiest means of revealing the effects of poor teaching and pointing out the way leading to better results. Percentage estimates are not a bugbear to frighten any one. The teacher who fears a just examination of his work is conscious, likely, that the results he has secured are not what they should be.

4. None of the three charges is sustained by any fact that has come under my observation. The brightest, most inventive, and most self-reliant teachers of my acquaintance are found in those schools where the evidences of method are most apparent. The system of the graded

schools is just what makes the good or poor teacher's individuality quickly evident. An individuality that shows itself in nothing but inferior work ought to be "cowed" in some way. Most supervisors of schools know that there are different roads leading to desirable ends, in school work, and leave the teachers free to make choice of the one over which to pass. Good results have some relation to good methods. The person who can be "cowed" into submission to what is wrong is not the one to act as a teacher or leader of the young.

5. A foot-note admits that the study of arithmetic and map-drawing modifies the sweeping character of the statement made. Our methods of school organization and teaching are not faultless. The intelligent and honest critic can tell us so and adduce many proofs to sustain his position. Were the sentence re-written so as to express in the most positive and unequivocal language a meaning just the opposite to that conveyed, it would embody more truth than it expresses in its present form.

6. This habit is far more noticeable in unclassified than in graded schools; but it can not be said, with truth, to be common in either. The pupil of to-day has ready access to the dictionary, and is taught how to make use of it intelligently. His vocabulary is extensive. In speaking or writing he shows an accuracy in the use of language which rarely resulted from the school training of by-gone days.

7. Moral or ethical training is not "entirely left out of sight" or even neglected in the public schools. On the contrary, it is kept steadily in view by the thousands of Christian teachers who find employment in them. It there is less of show and parade now than formerly, in the matter of moral culture in school it does not follow that the children are deteriorating in morals. The "*system*" that is decried by the unthinking has broken up much of the immorality and rowdyism that disgraced the schools in the no system era. There is nothing connected with the public schools which gives a shadow of truth to the charge, heard so often, that little is done or said in them to create a healthy moral activity on the part of the pupils. There are few agencies doing as effective work in improving and elevating the moral tone of our people as the free schools are doing.

My purpose in quoting from Dr. Jacobi's article is not that my comments thereon may get into print, but to show what incorrect views of public-school work sometimes find their way into the columns of our leading magazines under the guise of friendly criticisms. It is hard to measure the amount of discontent with the public-school system that these utterances engender. They are read, and accepted as true, by many persons who have no acquaintance with educational litera-

ture. A visit to the nearest public school and a careful study of its work and aims, will serve to convince the honest inquirer that many of the charges made against it by Dr. Mary Putnam Jacobi, and writers of her class, have been made with a reckless disregard of easily known experiences and facts.

THE FAMILY AND THE SCHOOL.

BY WM. T. FINDLEY, D. D., NEWARK, N. J.

We distinguish between the family and the school. They are correlative, but they are not one and the same, nor are they interchangeable with each other. They are both educational institutions, but they rest upon different foundations, and their superstructure varies accordingly.

The one, the family, is founded in the constitution of man, and is therefore as universal as the race. The other is the creature of social order, in which the families of a community combine to provide ways and means for education, which would otherwise be beyond the reach of their attainment, and only where such social order has been sufficiently developed to realize the necessity of combination for such an end, will the school be found to exist. The family is not peculiar to civilization, as an outgrowth of it. In savage, as well as in civilized life, God "sets the solitary in families." That is, every human being comes into the world singly, as the offspring of parents endowed with a natural affection, instinctive as well as rational and moral, which secures the nurture and protection of the child, at least during the period of helpless dependence, and thus the family is constituted. The bonds that hold the family together in savage life may be, and usually are, very loose and easily severed, but they are bonds nevertheless which have their origin, and the sense of obligation they impose, in natural instinct and conscience. Hence the family is inevitable, and must be so as long as the race of mankind, whatever its degree of culture, or want of culture, shall continue to exist by successive generations.

But in savage life there are no schools. For the purpose of savage life there is no occasion for schools; no occasion for arts and sciences,—for any of that training and development of social, and intellectual, and moral culture which it is the office of schools to confer.

The school, therefore, is an institution of civilized life. It is a

creature and promoter of civilization. It has its origin, not as the family, in the necessities of human existence, but in the necessities of human culture. For man to exist merely is to fail utterly in the object of his existence,—not only to fail in that object, but also to prostitute the distinguishing natural capabilities of his being as a man and not a brute, to habits and passions by which he sinks himself beneath the level even of the brute creation.

The school supposes families sensible of the fact that the family order was ordained of God, not simply to bring human beings into existence and to perpetuate that existence till the subjects of it may be able to provide for their own physical wants, but also, and more especially, to educate that existence in accordance with its nature as intellectual and moral and immortal, and destined to achieve the highest usefulness and realize the greatest happiness in the degree in which this education may be thorough and complete. Such families, and only *such*, feel the need of the school, and provide it. And such families are the families of civilized communities. It is the dwelling together of such families that makes the civilized community. And such community is a community, not merely because they who constitute it are contiguous as neighbors in a certain section of country, but because they have common interests, and recognize them by co-operation in whatever is needful to protect and promote them.

And of these interests, common to them all, none are rightfully nearer to their hearts and in higher estimation by them, than the proper education of the children in their respective families. And on behalf of these interests they employ the agency of the school. And they employ this agency not that they may transfer to the school their own responsibility as the primary and God-appointed educators of their young, but that they may thus be enabled more perfectly to carry out the requirements of this responsibility.

What, then, is the relation subsisting between the family and the school? It is that of mutual co-operation for a common end. The family should work for the success of the school, in its government, in its training, in its impartation of knowledge and discipline of the mind, in its influence formative of good character, in its inspiration of noble purpose, in all its educational aims and efforts. And the school should work for the benefit of the family by the manifestation of a parental interest in every scholar committed to its care and instruction, by regard for their personal morals and welfare, by diligence of effort and skill to fulfil, to the best possible advantage, the sacred trust confided to it.

BIRTHDAYS.

TO ERNEST, ON HIS TWENTY-SECOND.

Birthdays, they say, are mile-stones
Upon the path of life ;
Reminders of the flight of time,—
Brief pauses in the strife.

At first they come but seldom,
So few, so far apart,
The years between unending seem
To childhood's eager heart.

But the spaces quickly lessen,
Until, at life's high noon,
We meet these way marks with surprise,
"Another, and so soon?"

And as we near the evening
Still faster on we go,
Now scarcely pausing e'en to count
The swift receding row.

May all your coming birthdays
Find you, dear friend, content;
And each one be a monument
Recording time well spent.

And may they be so many
That when the last is o'er,
Your heart will long to spend the next
Upon a brighter shore.

Cuyahoga Falls, O.

MRS. E. K. CRAWFORD.

THE good teacher will have, in the first place, a good conscience. His counsellors should be few, but those of the best kind, if they can be got at. He should read the best books; for they can always be had. He is a hard working man, and has no time to waste with the foolish theories and quack nostrums which everybody in these days stands ready to peddle out. He should, in the brief hours he can spare from technical preparation, keep himself well acquainted with the living thought and the drift of the action of his time.—*The Critic.*

THE METHODS OF THE SCHOOLS.

The following paragraph is going the rounds of the press :

Only one of a class of fifteen girls in a Michigan High School could tell anything about the great fires and accidents reported since the new year began, and that one was not quite clear on the location of the Newhall House.

How true this is we have no means of knowledge ; but we have no reason to doubt it. Judging from the methods most in vogue in the schools it might be true of any high school in Michigan, perhaps in any other State.—*Detroit Free Press.*

Nearly half a column of sweeping criticism on the methods of instruction employed in high schools, the quantity and quality of the information imparted in them (and the press appears to think that information is the principal thing : get information), and their general efficiency in educating their pupils, follows the extract with which this article opens. It seems to be the correct thing among the newspapers to criticise, to find fault with, the public schools—especially the high schools—and more particularly and savagely, the innocent and generally well-meaning high school graduate. When ideas are scarce and copy is short, the great metropolitan editor—and often his humbler country brother—or even his youthful city reporter, who is *not* a high school graduate—can dash off an article on the public schools and their products, that will make the average schoolmaster feel that a gimlet-hole would afford him very spacious quarters.

The fate of the high school graduate is one that would excite pity in the breast of the Cardiff Giant. He is expected to know everything, and to know it a little better than any one else knows it. If he fails in any particular, the public school is a fraud. The writer recalls more than one instance of young persons refusing to graduate simply because the public expects graduates to be so unreasonably plethoric with information. Certainly a high school graduate should know some things—many things, if you will ; but it is scarcely fair to expect him to know all things. Without doubt some high schools do exceedingly poor work ; but it is safe to say that the average high school work is as good as that of the schools from which our fault-finding editors graduated. The world is wide, and great events occur in rapid succession. He is a pretty good editor who can keep his stock of information, religious, educational, social, political, etc., etc., fully abreast of the times. He who does so will have little time for other duties. Yet our editors appear to expect high school pupils to be as well informed on these topics as themselves. Nine-tenths of the matter that fills the daily papers is of transient interest ; is largely sensational ; is

often unfit for young people—or old people—to read; is not worth the time required to read it; is stale three days after it is printed. We should be slow to condemn the schools for not occupying the time of the pupils on such matter.

The much-afflicted and long-suffering high school graduate's case is about this: The editor interviews him—"Who are the Nihilists and what do they want? When will the Czar be crowned and how long will he live after his coronation? What is the significance of the Star Route prosecutions? Who is No. 1? How many people have been burned in hotels, theaters, and circuses this winter, and where? How many and what great railroad accidents, boiler explosions, and steamship disasters have occurred since Jan. 1, 1883, etc., etc.?" Of course, high school graduate is obliged to plead ignorance on most of these points, and it avails not that he offers in extenuation the fact that geometry, rhetoric, general history, and Cæsar have so occupied his time that he could not carefully read fifteen or twenty daily papers. The editorial comment is, "Humph! The high school is a fraud, and its graduates are ignoramuses;" and as our crest-fallen graduate makes a shame-faced exit from the august presence, he hears a compositor roundly affirm that he "don't believe that fellow knows bourgeois from small pica, or the difference between a quoin and an m quad."

The doctor next takes charge of him: "What is anæmia? What does Maudsley say as to the relation between the punning habit and predisposition to insanity? What is a tactile corpuscle? What are Parkinje's figures? What is meant by *horripilation*?" "Don't know," and high school graduate turns from the disgusted M. D. and leaves him growling because he has been taxed to support a fraudulent "poor man's college." He falls into the hands of a chemist. "See here, young man, you've studied chemistry? What does $\text{CaH}_2(\text{SO}_4)_2$ represent? What is the symbol for pentathionic acid? $\text{Cu}_2\text{H}_2 + - -$," but our graduate unceremoniously excuses himself and seeks safety in a carpenter's shop, while the chemist suggests to the M. D. that if the high schools were properly analyzed, they would show large quantities of "C O, with a worthless residuum of text-books and schoolmasters."

Meantime, the carpenter, who is flattered by a call from so distinguished a personage, opens an intellectual conversation: "In your opinion, which is the best method of forming a beam, by joggling or by scarfing? Do you prefer the English or the French style of mast-building? What angle should a strut make with a collar-beam? Is the Bolection——," but he is left alone to mourn the fact that taxes ~~must~~ be paid, whether high school graduates learn the simplest principles of architecture or not.

As our graduate hastily turns the first corner, he meets a newly-fledged attorney who has just tried—and lost—his first case. The lawyer opens fire from the skirmish line: “You are a graduate of our high school?” “Well, I—— that is, I sup——yes I am.” “Well, B is an administrator *de bonis non*; C is the previous executor; a judgment has been rendered against C as such previous executor in accordance with the statute in such case made and provided—you understand? Now, may B as such said administrator *de bonis non* maintain a writ in error on said judgment against said previous executor?” The graduate gasps, “I—we—you are undoubtedly correct,” and staggers on in search of a place of refuge. The lawyer for the moment forgets his own stupidity in his contempt for that of a graduate who cannot comprehend a plain legal proposition.

And so it goes. At every turn our graduate is brought in contact with people who are engaged in some special branch of business, and who expect him to be as ready in the details of their specialty as they themselves are, because, forsooth, “Is he not a graduate?” The butcher, the baker, the candle-stick maker, and members of all the other trades and professions, each have their stroke at him, until, like Susan Gummidge, he feels that he is a “lone lorn cre’tur,” the saddest mistake of whose life is that he “graduated.”

In all this I see but one grain of comfort for the graduate: after awhile *he* will be the editor, the lawyer, the chemist, and the doctor, and the little fellows now in pinafores will be the high school graduates, and he can put *them* upon the rack even as he himself is now upon it. May he not forget, as some of the critics of to-day have forgotten, the debt he owes to the Public High School.

Barnesville, O.

H. L. PECK.

THE STATE ASSOCIATION.

Quite an array of facts must be considered before our Executive Committee can decide where to hold the next meeting of the O. S. T. A. First, Shall it be in or out of the State? If within the State, shall it be at Put-in-Bay, Lake Side, Yellow Springs, Columbus, Dayton or Cincinnati? The name Put-in-Bay recalls many delightful reminiscences of happy and profitable meetings in days ago, but since the good old Put-in-Bay house succumbed to the fire fiend, some say the accommodations are too meager. At Lake Side some would certainly have to dwell in tents. Yellow Springs has been mentioned but it is vain to talk of that, it has large hotels but they have been out of use

for some time, are not furnished and are fast falling into decay; the Association could not possibly be entertained there.

As to Columbus or Cincinnati, we look forward with fearful forebodings to a meeting during the hot days of July amid the dust and pent-up heat of a city, at a time when we are worn out with the harassing labors incident to final examinations. Dayton would not be much better, for although we might meet at the Soldiers' Home, there is no hotel there, and we would be compelled to be in the city for the evening meetings and at night. The majority of those who attend this meeting are from cities of eight thousand inhabitants and upward, and these are they who would refuse, at such a time, to go to a city. The experiment was tried at Cleveland and failed utterly. On the other hand one of the best meetings we have had was at Chautauqua. The chief and only objection to going outside of the State seems to be of a sentimental character solely, and partakes somewhat of State sovereignty principles. "Must teachers from the great State of Ohio, the Massachusetts of the West, go outside of the limits of their State to find a place of meeting?" Well, in the language of the illustrious Dowd, in his famous reply to Patterson, at Columbus, "We have no encomium upon Ohio, she needs none, she has, etc."

On the whole, it strikes the writer that if the committee can take us to some delightful nook outside of the State, at less expense and with all other things far more agreeable than within the State, it should be done. Now, "if that be treason, make the most of it." Finally, let us try Chautauqua again, or let us rough it at Put-in-Bay, but please don't roast us in a city.

ANON.

GOLDEN WORDS ON EDUCATION.

SELECTED BY W. H. VENABLE.

Be not ignorant of anything in a great matter or a small.—*Jesus Sirach.*

There being instruction there will be no distinction of classes.—*Confucius.*

Neither must we cast a slight on education, which is the first and fairest thing that the best of men can ever have.—*Plato.*

That we shall be better and braver, and less helpless, if we think we ought to inquire, than we should have been if we indulged in the idle fancy that there was no knowing and no use in searching after what we know not; that is a theme upon which I am ready to fight, in word and deed, to the utmost of my power.—*Plato.*

Virtue and Education may most justly dispute the right of being considered as the necessary means of enabling citizens to live well.—*Aristotle.*

For what object have we in teaching pupils, but that they may not always require to be taught.—*Quintilian.*

There is nothing more frightful than a teacher who knows only what his scholars are intended to know. He who means to teach others may indeed often suppress the best of what he knows, but he must not be half instructed.—*Goethe.*

The useful forms but part of the important.—*Goethe.*

Knowledge will always predominate over ignorance, as man governs the other animals.—*Johnson.*

That young people should be oppressed with *ennui*, and should not know with what to employ themselves, is the natural result of their ignorance.—*Fenelon.*

Man might be so educated that all his prepossessions would be truths, and all his feelings virtues.—*Joubert.*

NOTHING is more strange than the development of character in children. A sweet babe, budding into compliant and amiable childhood, reaches an age somewhere between twelve and eighteen, and suddenly turns upon itself, and becomes heady, defiant, reckless of restraint, and breaks the hearts of the surprised and agonized parents. Another who is peevish, passionate, self-willed and most unpromising in infancy and early youth, as unexpectedly sweetens into everything that the parents' loving hearts can desire. These surprises are occurring continually—and seem inexplicable. But aside from the effects of spiritual training and regeneration, the cause is probably physical. To make a good baby and good child, in advance of the formation of character, it is only necessary to give him wholesome food in proper quantities and at proper intervals. To make a little imp of the baby or child, feed him on candies and pastry, and he will scream, kick, strike you with his little fist, and defy you to the extent of his ability. The effect never fails. The most unjust and cruel thing that can be done to a child is to poison the fountain of its good disposition, and then punish it for its naughtiness. Might as well pour solutions of acids and alkalis together and then smash the goblet because the liquids effervesce. Good nature is not good character, either in babies or in old people. Good nature with good character gives its happy possessor an easy and happy life; but evil temper, of any kind, may exist with the choicest of character; but its unhappy possessor must lead a life of warfare with himself. If he or she win the battle, and conquer the evil, and present to the world and to God the fruits of the victory, amiableness, kindness, benevolence and pity, it was well said that such a one will secure more honor than he that taketh a city.—*Interior.*

EDITORIAL DEPARTMENT.

RESIGNATION OF DR. WHITE.

Just after the last form of our March number had gone to press, we received a letter from Dr. E. E. White, announcing his resignation of the presidency of Purdue University. Though aware of Dr. White's intention soon to retire, for the purpose of completing literary work which was suspended when he took charge of Purdue, yet we were surprised and pained by the announcement.

It is known to many of our readers that the Faculty and Trustees of Purdue have had a severe contest with the Greek fraternities. A rule was adopted which virtually suppressed them. The courts were appealed to, and the authorities of the college were fully sustained. Some excitement prevailed at the time, but quiet had been restored and all was harmonious and prosperous in the college. Suddenly it became known that the boys had appealed from the courts to the State Legislature. The following "rider" was attached to the bill making the usual annual appropriation for the University:

"Provided, however, that this appropriation shall only be drawn quarterly, and the Auditor of State shall issue his warrant for the same only in case that the president of the Board of Trustees of Purdue University shall file with said auditor, on or before the first day of July, 1883, a statement that all restrictions or regulations, of any nature whatsoever, in regard to students in said institution joining or belonging to any college secret society shall have been absolutely and completely abrogated, and shall remain so; that complete immunity has been granted said students to connect themselves with any college secret society they may desire, and a like statement shall be filed with the auditor before each quarterly warrant is drawn."

The following substitute, offered by Mr. Johnson, was adopted by the Senate: "For Purdue University, \$20,000, *provided* that, before any part of the appropriation here made, be paid, the rule adopted by Purdue University affecting secret societies and Greek fraternities, in particular, shall be rescinded."

Those who know Dr. White do not need to be told that he would not tamely submit to any such mischievous interference with the internal management of the institution. He at once placed his resignation in the hands of the Trustees, and in a strong, manly letter to the General Assembly, he placed the responsibility where it belongs. The following extracts from the letter will show its tone and character:

"The step is taken as a high duty, which I owe not only to Purdue University, but to the other State universities and colleges of the country, all of which are menaced by a dangerous legislative precedent. For the first time in the history of American colleges, it is proposed by legislative enactment to give the students of a college immunity to organize societies of any kind within the institution, and to give the societies thus organized the protection of law, whatever their character or influence, and however subversive they may be of the government or the purposes of the institution, provided only they bear a Greek-letter title, or are secret. This is setting up in Purdue University an *imperium in imperio*, with the full authority of law,—a virtual surrender of the

authority of the University to self-constituted students' societies. It is an ominous subversion and overthrow of the authority essential to the proper control, not only of Purdue University, but of every college,—an authority which has been exercised in some form by nine-tenths of the colleges in the United States, and which exists and is recognized in all."

"I shall take my leave of Purdue University, to which I have devoted my best thought and effort, with gratifying evidence that the policy of the trustees and faculty on this fraternity question has the approval of the intelligent farmers and mechanics of the State, whose interests we have endeavored to protect, and with unshaken confidence that when the present prejudice and passion, excited by misrepresentation and intrigue, have subsided, all intelligent friends of higher industrial education will regret and condemn the efforts now made to overthrow the rightful authority of the institution and humiliate its officers."

Dr. White's many friends in Ohio, while deeply regretting the necessity for his action, will approve the honorable course he has taken. We have seen an intimation that he would soon return to Ohio. We hope it may be true. Hosts of friends would welcome him back to his old haunts.

We believe that most teachers of mathematics will support our assertion that geometry, the science of form and of the indirect measurement of extension, should be a common-school study. It trains the eye and the hand in drawing its many figures; the imagination and the reason in inventing, combining, deducing. It not only leads the mind out into the world of matter, but also leads it back into itself to see what treasures lie there awaiting discovery.

Pupils should be led to see that, while we can not tell what space is, all bodies, the largest and the smallest, exist in space.

We can not conceive of any limits to space. We look out on a clear night and think of what astronomers tell us about the distances to the stars. But are they hung there for beacons on the outer wall of space? No, we must believe that space extends on and on, and has no end, unless, indeed, we deny that it exists at all other than as a conception of the mind.

Any object that we see, as a house, field, lake, hill, book, fence, tree, is called a *body*. Every body has size and shape and position. Size is the result of extension. The lot of ground on which your house stands, extends, or stretches, so many feet along the pavement, and extends so many feet back from the street. We find these distances by measuring them. The word dimension is from a Latin word which denotes a measure. The extent of the lot front and back is called its dimensions. On account of certain relations which exist between these two dimensions, we are able to find what is the size of the lot—the amount of ground in it. We do this *indirectly*, and not by marking out a square foot or rod upon the land as many times as possible. When we know the two dimensions already named, suppose we wish to learn how far it is from the north-east to the south-west. Geometry will teach us how to find it, without our going upon the lot at all.

With a little more knowledge we can measure distances across rivers which we can not swim, and find the height of mountains which we can not climb.

When we learn the shape and the dimensions of a water-tank, we can calculate how many gallons it will hold, tho' there is yet not a drop in it. If it were full and we should draw it off, counting the gallons as the farmer counts his

bushels of grain from the threshing machine, there would be no mathematical science about the process. But, as was just said, when we determine the number of gallons from our knowledge of certain lines, we use geometry. This science teaches us the manner of such operations and the reasons underlying them.

Natural scenery is said to have a potent moulding influence upon the young. In fact it is an orthodox doctrine, that great men are never reared upon a prairie.

Our young people should know more about the simple things around them than most of them do—especially those condemned to the imprisonment of town or city life: the crops our fathers raise; the trees of the orchard, the park and the forest; the weeds and the flowers of the lane and the garden—dame Nature's children and step-children as the old Greek story classes them; the birds that build their nests on the ground, under the eaves, and up among the branches, and the songs they sing and when they sing them, and how they are fed, as they do not sow, nor reap, nor gather into barns.

It is well to know an adjective from an adverb, a square from a cube, a parallel from a meridian.

It is well to know oats from wheat, an oak from an elm; and an elm from a beech, or an ash, or a maple; to recognize a walnut in the hull from chestnuts in the burr; to avoid confusing elder-berries with those which grow upon a poke-stalk; to distinguish the merry rollicking song of the robin from the whistle of the red-bird; to watch with eager eye

"The bluebird shifting her light load of song,
From post to post along the cheerless fence,"
and
"The thin-winged swallow floating in the air."

The time for the nomination of candidates for the office of State School Commissioner is not far distant. Colonel DeWolf, the present incumbent, will stand for a second term. J. J. Burns, of Lancaster; W. W. Ross, of Fremont; J. C. Hartzler, of Newark, and L. D. Brown, of Hamilton, are mentioned in connection with the office. F.

Our contributors must bear with us a little. We are unable to print one-half the matter furnished for this number. The prize grammar paper which we promised, and Notes, Criticisms, and Queries, together with several articles on a variety of subjects, are crowded out. We are promised for the May number an article entitled "*Buckeye versus Hoosier*," a comparison of the school systems of Ohio and Indiana, which will appear at the same time in the *Indiana School Journal*. Among the contributed articles in hand is one on "School Matters in England," by an Ohio teacher, from personal observation. For this we hope to make room in the next number.

Joseph Cook, as will be remembered, not long ago returned from a great circle around the Earth. It is hinted that in circles at home he admits that it has his approval. He has been more recently studying the returns of the last U. S. census, and, with these data, ciphering upon the future of our country.

Are there any trustworthy figures anywhere which furnish a basis for state-

ments of this kind? That five-twelfths of our school population are growing up in absolute ignorance of the English alphabet. That in ten years, at our present rate, there will be more children of school age out of our schools than in them.

We have a stong notion to offer a large reward to some one, good at figures, who will deduce a formula for finding the per cent. of children who are escaping a knowledge of the blessed A B C. And we are offering two to one that ten years hence, there will be more children of school age in our schools than out of them.

As the dear people often indulge themselves in a little sport and classify schoolmasters, let us turn the glass around for a minute or two, and see what will appear at the other end.

Some parents, yes many of them, seem satisfied if their children are only pushed forward regularly from grade to grade. They are not helping to do their children real good. They are helping to spoil the teacher.

Some parents will, from the most frivolous of reasons, allow their children to be absent from school.

Some will indulge in remarks which weaken the teacher's influence over his pupils.

Some give their children loose rein to go and come at will, with little thought as to what pastures they browse in. These three classes are actively engaged in hindering any agencies which would work good to the children.

Some permit even their little girls to start from home in rain or sleet an hour before the time, in order, I suppose, to harden them. Sometimes it is a success.

Some parents do not know what their children's surroundings at school are, nor what manner of man or woman their teacher is. These may have their children's welfare deep at heart; so deep that its existence would not be generally suspected.

There are two kinds of lessons to be learned—the written and the unwritten—and the man himself is only the condensed result of all these lessons. The unwritten are nearest the core of the matter.

To believe that an individual is competent to deal with priceless materials whose marring is much easier than their making, simply because he can talk or write fluently about it, and has the testimony of some persons who never saw him at work that he is a good workman, is an example of monumental credulity which men do not allow to sway them when they must pay even the workman's pittance out of their own pockets. It is, many times, confirmation strong as holy writ itself to a Board of Education with the public pocket within reach; particularly if the one who would try a prentice hand needs the place, or is the daughter of one of the best families and is willing to work, or is a member of the little Brown Church, and that organization has no representation among the present teachers, or has a father and brothers who frequent the primaries, or is a graduate of our high school, and we must encourage home interests you know,

We open the last form to say that the appropriation bill for Purdue University, with "rider" attached, failed to pass, and the Trustees and friends of the institution have urged Dr. White to withdraw his resignation, offering needed funds. This he declines to do, and will return to Ohio next Fall, probably to Columbus.

The following names should be added to the list, published in our last number, of those receiving certificates from the State Board of Examiners, at the meeting in December: Robert Story, Greenfield; A. A. Douglas, Belleville; Etta L. Knowles, Ottawa; Montgomery H. Lewis, Circleville; Charles H. Penfield, Cleveland, and John Elbert Sater, Columbus.

For beautiful diplomas at a very reasonable price, address Beacon Publishing Company, Akron, O. Samples and estimates sent when requested.

EDUCATIONAL INTELLIGENCE,

—The Fayette Normal School announces a six weeks normal institute, to commence June 11.

—The tenth meeting of the Southwestern Ohio Teachers' Association will be held at Hamilton, on Saturday, April 28.

—An experienced lady teacher is wanted at the N. E. O. Normal School. Address the Principal, Byron E. Helman, Canfield, O.

—The counties of Washington, Stark, and Williams, hold institutes the last week of August. The Allen County Institute begins August 6.

—The Trumbull County Teachers' Institute for 1883, will be held at Warren, Aug. 20-25. J. J. Burns and R. B. Marsh are the instructors.

—The Summit County Teachers' Institute will be held at Akron, the week beginning August 10th. Thos. W. Harvey, J. C. Hartzler and E. Fraunfelter have been engaged as instructors.

—The Metcalf school bill, which provides for township organization, came to a vote in the House, March 15, and was defeated by a vote of 27 yeas and 47 nays. How long! Oh, how long!

—The teachers of Seneca, Hancock, Hardin, and Wyandot counties hold their eighth annual session at Carey, on Saturday, March 31. We would like to print the program, but want of space forbids.

—*The Eclectic Teacher and Southwestern Journal of Education* has ceased to be. It began with July, 1876, and ended with February, 1883. It was edited and published at Lexington, Ky., by T. C. H. Vance.

—The Jefferson County Teachers' Institute will be held at Toronto, commencing August 27, and continuing one week. The institute will be conducted by Samuel Findley, with the assistance of home teachers.

—The Department of Superintendence of the National Educational Association met at Washington, D. C., Feb. 20. Ohio was represented by Superintendent R. W. Stevenson, of Columbus, and Dr. E. T. Tappan, of Gambier.

—"Authors' Days" are an important feature of the Cincinnati schools. "Washington Day" was observed February 21st, the 22d being a legal holiday.

—The regular bi-monthly meeting of the Northeastern Ohio Teachers' Association will be held at Cleveland, on Saturday, April 14. There will be a continuation of the discussion of "The Superintendent," at the Forest City House, on Friday evening preceding.

—An afternoon school of science and history has been successfully carried on the past winter by the faculty of Chickering Institute, Cincinnati. The session lasted 10 weeks. Chemistry, botany, zoology, history and art were each the subject of an extended course of lectures.

—The seventeenth annual session of the Hamilton County Teachers' Institute is to be held at Newtown, the week beginning August 20th. R. W. Stevenson, of Columbus; John Mickelborough, of Cincinnati; A. B. Johnson, of Avondale, and C. A. McCoy, of Clifton, are the instructors.

—The American Institute of Instruction offers a premium of sixty dollars for the best essay on "The Application of the Principles of Psychology to the Work of Teaching." The essay need not exceed 5,000 words, and should be sent to Thomas W. Bicknell, Secretary of the Committee, 16 Hawley Street, Boston, on or before May 15, 1883.

—The next annual meeting of the National Educational Association will be held at Saratoga Springs. The National Council will hold sessions at Congress Hall, July 5, 6 and 7. The general and department sessions will be held July 9, 10 and 11. The American Institute will follow at Fabyan's, White Mountains, on the 11th, 12th and 13th. Programs will be issued in due time.

—The Dayton Board of Education has issued a circular, asking the co-operation of school authorities in other cities of the State in securing the necessary legislation to change the time for the organization of the several School Boards of the State, from the third Monday in April to the second Monday in September. The design is to make the life of the Board coterminous with the school year.

—The sufferers from the floods in Germany received \$51.17 from a penny collection taken in the Chillicothe schools, and the sufferers from the flood at Cincinnati received \$39.76 from the same source. A call for one potato from each pupil resulted in the shipment of 30 bushels of choice potatoes to Cincinnati. The boys and girls of Chillicothe are evidently receiving some training outside of their text-books.

—The Lancaster teachers organized, last Fall, a City Institute, which meets the first Friday afternoon of each school month. The Supt. seizes the forelock of the time to talk about current home-school concerns, then the meeting starches up a little, and listens to essays upon general educational topics. Mrs. Siemen, of A primary; Miss Hamilton, of the high school; S. J. Wolfe, Principal of the South District; Miss Vorys, of D primary, and Miss Schleich, of D grammar, have read papers, and Miss Work, of A primary, at last meeting, conducted a class exercise in composition writing. J. M. Steward, Principal of North District, made an address upon "Defects of our School System."

—A bill before the Legislature of Pennsylvania contains a provision for the regulation of the teacher's tenure of office by the certificate he holds. It provides that principals and teachers in city schools who hold "Permanent Certificates," or diplomas from State Normal Schools, shall be elected for a term of three years; that principals and teachers holding "Professional Certificates," shall be elected for a term of two years, and that those holding "Provisional Certificates," shall be elected for a term of one year.

—The faculty of Kenyon College, at a recent session, passed the following resolution:

"Any student applying for admission to the freshman class at the beginning of the collegiate year, shall be admitted without examination, provided he brings a certificate from the Principal of a high school of any city in Ohio, or from the Principal of any reputable preparatory school or academy, stating that he has thoroughly done all the work prescribed in our catalogue for admission to the freshman class; and provided also, that the Principal will state that, in his opinion, the applicant is able to maintain a good position in his class, and is of good moral character and habits."

Some have supposed that the above implies a relaxation of the rigorous rule that has hitherto been applied. The Faculty of Kenyon had no such intention. On the contrary, they expect that students admitted under this rule will be above the average.

—The annual meeting of the Portage County Teachers' Association was held at Ravenna, February 24. Papers were read as follows:

"The Child's Emotions," Hiram Sapp; "A Piece of Coal," Miss Esther E. Barnes; "Geography in the Common Schools," W. E. Slabaugh; "Literature in Our Public Schools," J. N. McCall.

A committee was appointed to report, at a future meeting, the names of books found to be both interesting and instructive to children.

The following officers were elected: President, W. E. Slabaugh; Vice-President, Edith Doty; Secretary, Belle Catlin; Treasurer, Fida Loomis; Executive Committee, J. N. McCall, Esther A. Barnes, John E. Morris.

A very interesting and profitable time was the general verdict. About 150 teachers were present. Country teachers are doing their share of association work in this county.

S. M.

—A literary contest was held at Peninsula, O., on Saturday evening, Feb. 24, 1883, which created considerable excitement among neighboring schools. Three prizes of \$5 each were offered by the Peninsula High School, as follows:

Prize A.—For best delivery of any selection by pupil under 15 years of age.

Prize B.—For best delivery of any selection by any pupil 15 years old, or older.

Prize C.—For best original essay by any common school teacher.

There were nine contestants for prize A.; twelve for prize B., and three for prize C. A committee of five competent judges, chosen by the schools sending representatives, gave the prizes respectively to—Clarence Parker, of W. Richfield, Summit County; Ralph Richards, of Sharon, Medina County, and Leonard Hershey, of Bedford, Cuyahoga County. The winning subjects were: "The Meeting of Roderick Dhu and FitzJames," "Spartacus to the Gladiators of Capua," and "The Possibilities of Man." Much enthusiasm was manifested, and other similar contests are not unlikely.

Peninsula, O., March 16, 1883.

FRANK S. PIXLEY, Principal.

—Arbor Day was observed last year by the teachers and pupils of the Cincinnati schools, in planting trees to the honor and memory of American authors. About 60 groups of trees were thus planted in Eden Park, occupying about six acres, and forming what is called Author's Grove. This year the day will be observed by placing in each group of trees planted last year a block of granite to the memory of the author in whose honor the group was planted.

PERSONAL.

—John McConkie is superintendent of schools at Port Clinton, O.

—Robert Story is serving his third year as superintendent of schools at Greenfield, O.

—A correspondent of the *Cincinnati Commercial Gazette* states that Dr. McCosh is soon to resign the Presidency of Princeton College.

—J. E. Sater, of the State School Commissioner's office, will be Superintendent of the Ohio School Exhibit at the State Fair next Fall.

—Hamilton Wallace is superintendent of schools at Salinas City, Cal., and editor of a mathematics department of the *Pacific School Journal*.

—L. D. Brown, of Hamilton, is now the Ohio State Editor of the *New England Journal of Education*. C. J. Albert, who has held that position for some time, retires.

—Dr. Edward Brooks has tendered his resignation of the principalship of the State Normal School at Millersville, Pa. He has been connected with the institution for 28 years.

—Mrs. Rebecca D. Rickoff, Yonkers, N. Y., has been ill for a number of weeks. Her many friends among the readers of the MONTHLY will be glad to hear that she has recovered.

—Isaac M. Coy, for several years a teacher in country schools, and for some time past editor of the educational department of the *Butler County Democrat*, died at Hamilton, O., March 10th.

—Commissioner DeWolf attended the high school commencement at Canal Fulton, March 23, and Norwalk, March 27. He has engagements to attend commencements as follows: Cadiz, May 25; Greenville, May 18; Germantown, May 17; Lima, June 15. He will also attend the N. C. O. T. A. at Galion, April 21, and the Medina County Association, time not mentioned.

—John H. Rolfe, of Chicago, at one time superintendent of schools at Portsmouth, O., and well known to many of the older teachers of Ohio., died in Edinburg, Scotland, in January last. He was for many years the efficient agent for Pelton's Outline Maps, and more recently represented the interests of Harper and Brothers in the Northwest. He was in Edinburg, superintending the engraving and printing of Rolfe's Hemisphere Maps, when death overtook him. A man of sterling integrity and strong convictions, earnest and warm-hearted, his voice was always heard in defense of the truth, and in denunciation of pretense and sham.

BOOK NOTICES.

Moral Education: Its Laws and Methods. By Joseph Rodes Buchanan, M. D., President of the American University. Second edition. Printed for the author by Green's Son, New York.

The author of this work has set for himself the task of revolutionizing our whole system of education. He maintains that there is a very general misconception of the ends and purposes of education. It is supposed to be a process for acquiring knowledge and strengthening the intellectual faculties, with some incidental improvement of character. The cultivation of the intellect, which, in our system is almost the whole of education, the author claims to be but the little finger of the educational hand. The moral nature is just as educable as the intellectual nature, and it is just as practicable to train the young to goodness as to intelligence. The book is characterized by originality, vigorous thought and clearness, and should command the attention of all interested in the progress of sound education.

Old Ocean. By Ernest Ingersoll. Boston: D. Lothrop & Co. A very neat and handsomely illustrated volume. The outward appearance and characteristics of the ocean, its various phenomena—the gulf stream, the action of the waves, the tides, the currents, are described and explained. The stories of the famous voyages of discovery and adventure which have been made over the ocean, the great battles that have been fought upon it, and the perils of the deep are well told, and the wonders of the sea as displayed in its various forms of animal and vegetable life are vividly described. The author has brought within small space a large amount of information of unusual interest.

Political Economy. By John M. Gregory, LL. D. Van Antwerp, Bragg & Co.: Cincinnati and New York.

Clear analysis, concise statement, and thorough treatment of each topic characterize this work. It is designed for the general reader as well as for the high-school and the college student. The author does not dogmatize on the tariff question. Unlike most of the economists he leans to the side of protection, but he states the question very clearly and fairly on both sides.

Education of Farmers' Children is an interesting paper (in pamphlet form) read before the Durhamville Grange, Landerdale Co., Tenn., by Dr. Isaac L. Case. It is a timely and excellent plea for the more liberal education of farmers, and for an education adapted to rural life.

The Inductive Algebra: A Complete Course for Schools and Academies. By W. J. Milne, Ph. D., LL. D. Jones Brothers and Company: Cincinnati, Philadelphia, Chicago, and St. Louis.

In the preparation of this text-book the author has aimed to make the transition from arithmetic to algebra easy and natural, and yet give discipline and skill in algebraic processes. There are some novel features in the arrangement and treatment of subjects. The equation is the first subject presented, and as each new process is learned the student is required to apply it in the solution of equations. We are impressed that the book is one which will bear the test of the the class-room.

Yale Examination Papers. Collected and arranged by F. B. Stevens. Boston: Ginn, Heath & Co. 1883.

The entrance examination papers for several years past are here published as an aid to teachers and pupils in cramming for future entrance examinations.

Socrates. A translation of the Apology, Crito, and parts of the Phaedo of Plato. New York: Charles Scribner's Sons. 1883. Pages xxii and 159. Paper cover.

These very readable translations of parts of Plato describe the closing scenes in the life of Socrates, and are calculated to give the English reader a fair understanding of the personal character and moral standing of the man who cheerfully drank the deadly hemlock, firmly believing "there can no evil befall a good man, whether he be alive or dead."

Test Problems in Algebra. By H. B. Furness, G. W. Smith, and J. H. Bromwell, teachers in the Cincinnati High Schools. Van Antwerp, Bragg & Co., Cincinnati and New York.

These problems are carefully classified and graded, and are intended to supplement any text-books in algebra that may be in use.

New Method of Learning the French Language. By F. Berger, Consul General. New York: D. Appleton & Co.

Language first, grammar afterwards, is the method of this little book. It aims to familiarize the learner with the language of every-day conversation, by parallel and interlinear translations.

THE APRIL MAGAZINES.

The North American Review has ten ably written articles on live topics, some of which are "Divorce," "National Aid to Public Schools," "Race Education," "Ethical Systems" and "Criticism and Christianity." New York: No. 30 Lafayette Place

The Atlantic Monthly is gaining steadily in popular favor. Care-worn and nervous teachers should read Oliver Wendell Holmes's "Pillow-Smoothing Au hors," and learn how to sleep well. Richard Grant White, Henry James, Jr., and Charles Dudley Warner are contributors to this number. Published by Houghton, Mifflin & Co., Boston.

The Princeton Review contains several strong papers, among which is Dr. Philip Schaff's admirable paper on St. Paul, in which he deals vigorously with certain attempts to account for St. Paul's conversion from purely natural causes.

The Century has the promised portrait of Emerson for a frontispiece, and a pen picture of the great poet, philosopher, and prophet, by E. C. Stedman. "The Capitol at Washington" is a profusely illustrated article by Ben. Perley Poore. The story of Washington life, "Through One Administration," is concluded. "A Woman's Reason," by W. D. Howell, is continued. *The Century* Company, New York.

The Popular Science Monthly has a long list of articles, several of which will attract special attention. "The Economic Function of Vice," by John McElroy, will be read with interest, even though his deductions be not accepted. "Nature is wondrously wasteful in the matter of generation; she creates a thousand where she intends to make use of one If every begotten child lived to the average age of 40, in a very few years there would not be standing room on the earth for its people." Only the fittest survive. Vice in its various forms removes the surplus.

"The High School in our System of Education;" "What is Education?" "The Foundation Principles of Education by the State;" "Oral Instruction;" and "The True Place of a Normal School in the Educational System," are some of the leading articles in the March-April number of *Education*. New England Publishing Company, Boston.

The Journal of Education (New England and National) comes to us weekly, and is always welcome.

The Primary Teacher and *The Public School*, are published monthly by the N. E. Pub. Co., Boston.

St. Nicholas (monthly), published by *The Century Company*, New York, *The Youth's Companion* (weekly), published by Perry, Mason & Co., and *Our Little Ones* and *The Nursery* (monthly), published by the Russell Pub. Co., Boston, are unsurpassed for excellence and beauty, in the whole range of periodical literature for children and youth.

SCHOOL REPORTS.

New Bedford, Mass.: H. F. Harrington, Superintendent.

Nashville, Tenn.: S. Y. Caldwell, Superintendent.

Cedar Rapids, Iowa: W. M. Friesner, Superintendent.

Watson town, Pa.: Geo. W. Twitmyer, Principal.

Steubenville, O.: H. N. Mertz, Superintendent.

Covington, Ky.: L. E. Baker, Superintendent.

Springfield, O.: W. J. White, Superintendent.

—THE—
Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

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Number 5.

THE TEACHER IN THE SCHOOL.

Read before the North-Western Ohio Teachers' Association, by Miss S. R. PLATT, of the Tiffin High School.

The three most important agents in the shaping of a nation are the home, the church, and the school. If I have not put them in their order of importance, any one who differs may arrange the three to suit his idea; but I venture to say that he cannot dispense with one of the trio.

You will all agree with me that the home is the prime agent in developing the character of a people. It is usually conceded, sometimes I think with a feeling of intense satisfaction by fathers, that the mother is the spirit of the home. She is the priestess of the household. From her intellect, heart, and soul, must come the forces which give character to her little world. Her movements, expressions, modes of government, are copied more or less faithfully by the keen-eyed, sensitive, impressible beings who receive information and draw inspiration from this genius of the home.

What the mother is to the home, the teacher is to the school—the genius which controls and shapes.

In the child's world, next to mothers come teachers. Perhaps some of you can recall instances where the child has given the teacher the precedence.

As you open the door of your home some morning, imagine how many latches are being lifted, and thro' the open doors catch glimpses of the homes the children leave behind. Watch them as they rush out with eager feet, some heeding the words of careful mothers, some glad to be away from the irritation caused by restraint, others glad of the sunshine which the few hours of school puts into their lives. From every sort of home they come ; from homes which you and I have no power to believe exist (unless we enter them ourselves), so deep is their degradation and homelessness ; homes where refinement of soul and life is a spirit which breathes everywhere its quiet, wholesome influence ; homes where voices seem never to have been softened by love or carefulness ; homes where evening finds every one folded for a review of the day with the angel of the fireside ; homes where selfishness rules ; homes where each is a minister of good to the others. Who can depict them all as the doors open and close upon the throbbing life of the little world which is to shut the teacher in for the day ? The picture is further drawn by Dr. Prime, in a recent letter : "Here, in this school-world, the refined and vulgar must meet and mingle. The low are not usually lifted by the refined ; the tendency is the other way. The boy or girl who comes into school with an evil heart, corrupt conversation, and vile tendencies, spreads a contagion worse than scarlet fever. How is the plague to be prevented ? By faithful watching, careful instruction, and constant effort." The task is not simple, it is not easy. What earnest, thoughtful teacher has not shuddered with fear, as the little ones were led from pure, sweet homes to the influence of such widely different plymates ? No good education can be grafted upon an evil heart, no healthy stream will flow from an impure fountain, no permanent success will reward him whose first care is for the superstructure. The character of the pupil will indicate the kind of work he can do. Look at this phase of the teacher's work, and then say what manner of person he ought to be. Then, too, every individual child is a thermometer which can soon find the teacher's temperature. You may go to your work with every tho't and feeling down to zero, but with a determination that no one shall know it, and before the first recitation is finished, the thermometers all indicate a material depression of the sensitive mercury. If your spirit is good, stands firm, is warm enough to be quick, versatile, easy, the thermometers gradually come to your level ; some may run higher, a few lower, but they will not differ greatly from the controlling cause. Of

course there will be times, like Spring days, when one is surprised by sudden changes ; but after the conflict the thermometers will indicate the position of the stronger force.

Children are quick to read character, they do not always read accurately, but in some things they are never deceived. They always know if you are in true sympathy with them ; they love because they are loved. Many times a change in a pupil's career dates from the time he felt that some one was very much interested in his success. As in the home so in the school, love and kindness should be the force which compels ; but this force is not itself except when firmness and justice regulate it.

Do you remember that as a child you analyzed motives and principles in your parents ? that you judged them more severely than you could now with your broader experience ? The child's world is limited, his reasoning narrow, his conclusions sometimes faultily, tho' real to him.

Can you recall a time when your opinions were very positive, when you were not afraid to express them, when you knew that you were right, and nothing could ever change your mind ? You are looking back at that time now. Can't you sympathize with that boy or girl ?

It has been said that there is one time in a boy's life when he has but one quality, and that is, that he is absolutely unbearable. You have known such boys. I have, and I once had an intimate acquaintance with one such girl. At times they hate everything and everybody, and themselves the most. They are glad to get away from home in the morning, and from school at night. What can we do for such ? Just what the Infinite Father does with us—be patient and wait.

They admire the strength which never gives out, but, with unbounded faith in them, expects them to grow into possession of themselves. "By patience, rule." We cannot give what we have not. We must hold the citadel of self before we can put nerve and force into other hearts. There is no education which can compare with that which develops the forces that direct and control. If you can help these boys and girls to self-control, you have put into their hands a key which will open doors of usefulness. What teacher can stand in the presence of his school without feeling, "I cannot go forward, I am not equal to it ?" Our pupils read duty in the light of to-day ; we must take a broader view. In every boy and girl is the future man and woman. If the boy is father to the man, then who has the shaping of the men of the future ? If mothers and teachers, what better can we do for

the boys and girls of to-day than to help them to a keen perception of right and wrong, to a perfect self-control, to a high appreciation of sturdy principle?

I have said that these young people read character: I think they more often read a teacher as he impresses their likes and dislikes. Not every pupil sees that his estimate of a teacher is based upon the teacher's estimate of him. However, I believe that most pupils discover very soon whether a teacher is true to his standard; and they are quick to compare that standard with their own. In many of our public-school catalogues you will find in the course of study, "Morals and Manners." No text-book is assigned. The teacher furnishes that. Yes, and in many things not catalogued is the teacher a text-book.

In the world of literature and art it is believed that we cannot have the highest results, or the most healthful creations, except as the author of the creation is himself a pure and lofty character. The marvelous beauty of Byron's verse has been contrasted with the simple sweetness of our American poets. Who can doubt that the world might better spare Byron entire, than the pure and gentle streams which Longfellow sent out to gladden every people and home? Why is it so? Byron and Poe have given us verses which are majestic, and wildly beautiful; they are brilliant displays which awe and thrill; but their poems are not sustained by the forces of majesty and grandeur within. Their erratic, passionate lives, which excited admiration, pity, scorn, were not such as we build by. Longfellow, Whittier, Holmes, have such beauty of character and purity of soul that their words are fountains of life and health. What artist can depict that of which he cannot conceive? Who can conceive that which has no possibility within him? The sculptor as he chips away at his block is working out his ideal, whatever it may be. The form of beauty or ugliness which comes from beneath his blows, is his conception; it is himself which he has wrought. We have machine-made poetry, but who wants it? Who prefers a chromo to a masterpiece? a plaster caste to the marble which the living brain has shaped? The key-note of a teacher's success is B sharp, and then, as in literature and art, his work is the expression of himself.

Little things make life-long impressions. Indeed, such great events on little hinges turn that one is led to believe that there are no little things. I have seen a class of girls made comfortable, at least, by a simple suggestion as to how to manage their feet. These suggestions hardly need to be oral, as scholars are quick to copy. I have known others that were made perfectly miserable because they were required to bow themselves out of the school room at night: heels would catch

on the door-sill, while head, hands and body were wofully stubborn about yielding to the commands of grace. Yet afterwards I found they were glad of what had seemed to them a stern and useless requirement. Little attentions in the home between brother and sister, parent and child, must be the foundation of good manners, though some one has said that true politeness springs from the heart. Sometimes the heart may be full of kindness and true thought for every one, which may be awkwardly expressed, or not expressed at all for fear of awkwardness. Something can be done in the school room to help the mother in this hard drill, or, where it is wholly wanting at home, to help the child in the expression of himself. Sometimes the teacher has been made aware for the first time of some peculiarity of manner, habit or expression, by the roguishness of some fun-loving boy ; or, what is just as likely to be true, by the expression of some irritated pupil. You may laugh with the one and thus disarm him. Do not be angry with the other ; for no one will hit so hard at the truth as an angry person. The discipline of the school is often admitted to be the hardest part of the teacher's work. It is not to be expected that all of the pupils have felt the quickening of a healthy spirit, so as to give at all times a hearty response to reasonable requirements. It is one of the discouraging features of our work that it so often seems barren of good results. Our pupils become discouraged and then troublesome, or they come into school under the pressure of an east wind. Occasionally you will find one so little of soul and mean of spirit that in your heart you must almost despise him. What shall be done? No one can tell you. Your own tact and heart must help you to the remedy for the case in hand. You might as well try to follow the footprints of another in the snow, as to try to discipline after some other teacher's method. You would find it laborious and awkward. Be in earnest, and full of a desire to help the pupil to govern himself.

Sometimes, I think, we put too great a distance between us and the offender. We reprove and punish, and leave the offender to feel that he is still under disapprobation. Young people do not thrive in such an atmosphere. We must show them that kindness, not ill-will is the spirit we bear toward them. Not unfrequently it is best to show greater consideration than ever, in our intercourse with such.

There is one weapon used by some teachers, in rare cases let us hope, which must always be left to such as use it successfully. I mean sarcasm. If I were to say when it should be used in a school room, I would unhesitatingly say, never. Not because it cannot be used with good effect ; for I believe that some may have the rare gift of using it wisely, yet I think that something else might always be better. The

reflex influence upon him who uses it, too often throws the teacher out of his stronghold, helpfulness. Children smart under it; older pupils may be silenced by it, but they do not love you the better; only the few can admire the superior keenness which cut them. As in other walks, so in the school room, you will find the possession of power abused or wrongly used. Some teachers impress their pupils with the fact that the representative of the perpendicular pronoun has declared: "Thou shalt, and thou shalt not." There is nothing in human nature, old or young, that enjoys submission to such authority. The pupils may submit because they must, but such submission is akin to rebellion; it is waiting for an opportunity. We could not admire the spirit of a child that would not ruffle under such treatment. There is no principle of self-control in it, unless, it may be that the pupil is called upon to exercise his forbearance. If he can do this while he smarts under oppression, he must be superior to his oppressor. It is always easier to lead than to drive. Helen Morris, of Chautauqua fame, said of her work in school, that she could never work in the highest, truest sense until she had every pupil's heart in her hand. What could she not do when that was the case?

Do we make any earnest, laudable effort to win the hearts of those who are unkindly disposed toward us? I think we too often let them alone, when if we were to watch our opportunity, we could find some way to prove our friendliness, and secure their hearty co-operation. The question of our public schools has been discussed so frequently and so ably of late, in our leading journals, that I quote from one of them: "It ought to be possible to give the pupils of these schools a mental and moral discipline that shall fit them for any calling in life." "The thing to be first sought, and the thing most often neglected in our public teaching is the development of a sound character in the pupils." "The state cannot teach religion, but it can require its teachers to enforce the virtues of industry, self-reliance, truthfulness, purity, honesty, justice, kindness, and courtesy; it can make the inculcation of these virtues the chief part of a teacher's work." "The next thing to be sought is to awaken the minds of the pupils, to stimulate their thirst for knowledge, to train them in habits of inquiry."

How many of us were able to explain to our pupils why the transit of Venus excited so much interest?

How many teachers have any definite idea of the recent Arctic exploration? How many in our history classes know of the Curfew Law of the nineteenth century? or the causes and results of the recent Egyptian war? All of these topics, properly handled, will awaken investigation; and stimulate as well as direct the inquisitive faculty.

Under the direction of the teacher, hundreds of such facts might become as familiar to the pupil as the Chinese bill and the two-cent postage law. We can awaken thought and observation by bringing such general information and current news into the school. Whatever stimulates thought is helpful to the brain we want to work, so that indirectly we may accomplish what we could not in any other way. Pupils are often dull in their studies, not so much because they lack intellect, as that they are not roused to any activity of brain. When such are urged by the teacher to pursue more earnestly the work before them, they complain of its uselessness. They see no connection between the world of business, and the world of books. "What good does it do?" is a question that often confronts a teacher, and he stands dumb in its presence for very powerlessness to make the pupil feel the good that is so surely coming to him. The knowledge which comes to the pupil fresh from the teacher's lips is usually that which he assimilates most readily. Facts need to be animated before the average boy or girl enjoys them. Why is it that boys and girls are wide awake when you have a story to tell or when you talk to them about the lesson? How soon you can transform the pages of history into living realities. A story to the point, or a comparison with the present, will suffice to arouse the attention and fix indelibly a fact which would have been passed unnoticed, or remained so much in the abstract as to be soon forgotten. Such is the profusion of books and the variety of topics discussed in our most valuable papers and magazines, that scarcely a day will pass that we cannot use something that we have recently read. We all agree, I suppose, that this self-education, this growth with the times, is necessary to the teacher who would not be a machine; but some may say, "Where is the time for it?" In many cases we are so heavily taxed that the day's duties unfit us for any further work. Sometimes, through a misconception of duty or pleasure, we are hindered from growing. The demands upon a teacher's time and strength are so many and varied that it is no surprise to see strength failing and duty growing irksome.

I presume that there is no branch that most of us are so poorly qualified to teach as that to which I have just referred, and perhaps there is no branch that will count for so little in the estimate of us and our work. As long as there is no scale of per cents by which such work can be estimated it will usually count for nothing with the Board, that august body which in the aggregate is responsible for so much that no individual member knows anything about. Such is the law of per cents and grades that most teachers have all they can do to press the grade through the prescribed sieve; they have no time to develop

brain, or mold character. "You seldom visit my school," said a teacher to a model superintendent. "How do you know what work I am doing?" "Oh, I can tell pretty well by the examination grades what kind of a teacher you are," was the reply. What effect must such an answer have upon the teacher? Would not the temptation be strong, to look well to per cents, even at the expense of the higher work? Is it to be wondered at that the complaint that, "the teacher becomes a hearer of lessons, a marker of registers, a worker for examination week," is a just one? If the pupil's progress and attainments are to be rated entirely by per cents, you can see that the probabilities are that the teacher will become a force-pump or a goad.

Many a conscientious teacher, looking for results, grows faint with the sense of failure. Some years ago a large assembly of teachers, some of whom were the best in the United States, were holding an experience meeting. One after another related how and by what means he had been successful. Every one in the room pressed eagerly forward to catch the words of each new speaker, each striving to find an experience somewhat akin to his own, or one from which he might gather help. At length a gentleman arose and said, "I suppose I represent the largest class of teachers present." A pause followed in which each had time to wonder if that was his class, or mentally to accuse the speaker of unbounded egotism. He went on: "I belong to the class who have failed." Can you imagine the electric touch? The echo of responsive hearts bore testimony that he was right. Carefully did we enter the presence chamber of him who dared to own that he had failed. We sat at his feet while he told us when and how. But when we rose to go we felt that failure may be otherwise rated by one who can measure the fullness of service.

"Not all who seem to fail have failed indeed;
Not all who fail have therefore worked in vain;
For all our acts to many issues lead;
And out of earnest purpose, pure and plain,
Enforced by honest toil of hand or brain,
The Lord will fashion, in His own good time,
Such ends as, to His wisdom, fittest chime
With His vast love's eternal harmonies.
There is no failure for the good and wise;
What though the seed should fall by the wayside,
And the birds snatch it:—yet the birds are fed;
Or they may bear it far across the tide,
To give rich harvests after thou are dead."

✓ **SCHOOLS AND SCHOOLMASTERS OF GERMANY.**IV.

BY SEBASTIAN THOMAS, LODI, O.

If the social and political condition of Germany and the United States were the same, we would naturally conclude that their school systems would be so nearly alike that any difference that might exist between them would be too insignificant to arouse attention.

The first great difference that exists between the school systems of these two countries springs from a difference of social sentiment that obtains in the two countries. *We* believe in a social equality—like privileges to all. This sentiment is the great pillar of support of our public school system. It gives to our schools that dignity which compels tribute and respect from the best American society. “If I had twelve sons,” said the great statesman, “I would send them all to the public school.” And no true American would feel it beneath his social dignity to have his children sit in the same room with those of his humbler citizens.

But in German society, with its impervious strata of upper, middle, and lower classes, a different state of things regarding the public schools must be looked for. They are an institution of the lower class, “to provide the elements of a religious, moral, and political education, and a knowledge of those branches necessary to the common affairs of life.” There being no high schools like those in our country, the education of a child of the lower class ends at fourteen.

The many private schools that flourish, are a positive proof that the public schools are not so generally patronized by all classes as in our country. For with the improvement of our school system, private schools have become a less and less paying institution, until now they are almost extinct.

The denominational feature is another point in which the German schools differ from ours. Although the state assumes entire control over the management of the schools, they are still not disconnected from the church. By the church are meant the Catholic and Protestant denominations, for no others are recognized by the state. The church directs the religious instruction, in view of preparing a child for membership in the particular church to which the parents of the child may desire it to belong. This instruction is imparted by the priest or clergyman of the parish, the priest instructing the children of Catholics, and the clergyman those of Protestants. In the one-denominational parishes, and in the lower classes of higher graded schools, the teacher is required to give the religious instruction.

On an average, four hours a week are devoted to this instruction. And by consulting one of the school programs, one is astonished at the amount of religious instruction a child receives, as it passes through school from its sixth to its fourteenth year. As a child is compelled to attend every day, unless it is sick, for ten months in the year, one can tell, almost with arithmetical certainty, how many hours will be devoted to the religious instruction of a child at school.

During this time all the prescribed portions of the Old, and the entire New Testament will have been carefully read. (We have in view the religious course for Protestants). The children will have read brief histories of the early Christian church, biographical sketches of the most noted Christian men and women, and the chief points in the history of the Reformation. In many places these readings are supplemented by suitable lectures by the minister. Besides this, when the youth graduates he is able to give from memory over 200 quotations from the Bible, and sing upwards of 20 hymns. In every church, Catholic as well as Protestant, the choir is composed entirely of school children, with one of the teachers as leader; the children having been drilled in the hymns and chorals at school.

This enthusiasm for religious knowledge was started in the early days of Christianity in Germany, and it has been kept aflame to the present day, chiefly through the agency of the public schools. If once the privilege of giving religious instruction in the public schools be withheld, the Christian religion of Germany will receive a severer blow than it ever received from rationalism and infidelity.

As all the people live clustered together in towns and villages, a uniform system of grading can be established with little difficulty. The country school, which will always be a hindrance to a uniform system of grading with us, is unknown in Germany.

The grade of a school is determined by the number of teachers it requires to teach it. A village that enumerates no more than 80 youths of school age, generally has one teacher, and such a school is called the "Einklassige Volksschule," (one-class public school). It is divided into three grades: "III classe" (primary), contains the children from six to seven years of age; "II classe" (intermediate), those from seven to ten years; "I classe" (high), those from ten to fourteen years. It must not be presumed that the teacher has all these pupils in one room at the same time. The children of the "III classe" receive instruction apart from the others. This method of keeping the primary pupils separate from the others, is a characteristic feature of the German school system. In a school of one teacher, classes I and II are dismissed at half-past ten in the morning, when class III takes their

place; and the teacher now devotes his entire attention to the little folks, and another half-hour in the afternoon completes their work for the day. By this method the young children are not required to sit out the long session of a day, during which they are for the greater part unemployed, and have only the occasional attention of the teacher. They get the exercise, pure air, and freedom which Nature provides for young children with the partiality of a fond and doting mother. They are removed from the older ones, who at that particular age delight to be tyrannical and often cruel to those younger than themselves. The mingling of six-year-old boys with those twelve years old, has no educational advantage, and breeds more mischief than good, and had better be avoided.

The next higher grade is the school that requires two teachers, and is called the "*Zweiklassige Volksschule* (two-class). This school is divided into four grades, two higher and two lower, as follows: *Lower grades*.—"IV classe," children from six to seven years; "III classe," seven to ten years; *Higher grades*.—"II classe," ten to twelve years; "I classe," twelve to fourteen years.

When three teachers are needed the school becomes "*Dreiklassige*." It is divided into three general divisions: primary—children from six to nine years; intermediate—children from nine to eleven years; and high school—children from eleven to fourteen years. Each of these divisions is again subdivided into two grades, making it a school of six grades.

The "*Vierklassige Volksschule*" requires four or more teachers, and is divided into eight grades, a grade for each year, and is, therefore, a perfectly graded school according to the German method. In large places there is a teacher for each grade; and in still larger places where more than eight teachers are required, parallel grades are formed.

In the "*Drei*" and "*Vierklassige Volksschule*," a separation of the sexes above the 8th year is resorted to, and boys' and girls' schools are organized. And, although I found that teachers employed in these separate schools gave strong arguments in favor of such separation, it does not seem conclusive; for in the smaller schools, where it is more convenient and economical to educate the boys and girls together, no one raises any objections against the co-education of the sexes.

The branches to be taught are: 1. Religion, including doctrine, Bible history, church history, church music, hymns, and verses; 2. German language, including speaking, reading, writing, composition and grammar; 3. Arithmetic; 4. Mensuration; 5. Drawing; 6. Geography; 7. History; 8. Natural philosophy; 9. Vocal music; 10. Gymnastics; 11. Needle work for the girls.

As has been hinted before, the attendance at school is compulsory ; nothing but bodily or mental ailment can excuse a child from attending school. In case a child is taken sick, it must at once be reported to the schoolmaster, who fills out an official blank granting leave of absence. Otherwise, where no such report is made, or when the child is kept at home for any other cause, the parent is fined for every day or half day that the child is absent, or even in case where a child may be detained at home long enough to miss a single recitation at school. There is no way possible to shirk school, without knowledge to the school authorities ; and the fine is always sure to follow. Those who do not send their children to the public schools must express to the "Ministerium des Innern" their intention of sending them to a private school ; but even then they are under the same obligation to send regularly, for private schools are not veiled from the vigilant eye of the government.

Under such a management a program of work may well be laid out, for it is sure to be followed. All the branches do not receive the same attention. The greatest stress is laid upon reading, writing, composition, arithmetic and history.

In every school-room is found a printed program. These programs are sent from the office of the "Ministerium des Innern" with the same official dictum as our general agents of railroads send the time schedules to the different stations along the line.

The next article will be chiefly devoted to the German schoolmaster. I close this with a program for "I classe," of a "Vierklassige Schule."

"STUNDENPLAN FÜR KLASSE I."

HOURS.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
A. M. 8-9	Religion.	Arithmetic.	Arithmetic.	Religion.	Arithmetic.	Arithmetic.
9-10	Natural Philosophy.	History.	Mensuration.	Natural Philosophy.	History.	Mensuration.
10-11	German Composition.	German Grammar.	German Style.	German Composition.	German Grammar.	German Penman- ship.
11-12	Geography.	Religion.	Dismissed for the rest of day.	Geography.	Religion.	Natural History.
P. M. 2-3	German Reading.	Drawing.		German Reading.	Drawing.	Dismissed for the rest of day.
3-4	Gymnastics. Needle Work.	Vocal Music.		Gymnastics. Needle Work.	Vocal Music.	

(To be continued.)

PLAGIARISM.*

There is much theft in the literary world. Pencil and scissors often supply what the unaided brain of the writer is wholly incompetent to furnish; and that, too, without even a twinge of conscience as to any moral question involved in the matter. Stealing as an art is not confined to Star Route jobbers, or professional pickpockets. It exists in all forms, from the first efforts of the school-child to "write a composition," to the eloquent harangue of the statesman, or the soul-thrilling productions of the enraptured poet.

"Plagiary—a thief in literature; one who purloins another's writings, and offers them to the public as his own."—*Webster*.

"A plagiary, in the modern sense of the word, is one who borrows without acknowledgment, in literary composition, the thoughts or words of another; and the theft itself is styled plagiarism."—*Brande's Encyclopædia*.

In giving the origin of the term to show its questionable parentage, Brande says: "Plagiarism, from the Latin legal term *plagium*, which signified the offence of stealing a slave, or kidnapping a free person into slavery."

Formerly the term plagiary was applied to the *act* of theft, as well as the *agent*. Thus Milton says, probably with a view to justify the manner of collecting the material for his immortal Epic, and possibly to establish a law for future guidance: "Such kind of borrowing as this, if it be not bettered by the borrower among good authors, is accounted *plagiary*."

It may serve to give a clearer view of the whole subject if we can furnish an analysis of originality in composition, and indicate the marks by which each grade shall be recognized. Ascending in the scale, we commence with the

1. *Pilfering grade*. This takes the language of another verbatim, and puts it upon the market as original. Neither personal credit nor quotation marks show the source of the production. There is the perpetration of a wilful fraud, for the punishment of which no adequate provision is made. It involves a double crime; viz, *theft* in the taking, and *deception* in the attempt to appear smart.

School compositions, graduating essays, newspaper editorials, public lectures and sermons, and even portions of text-books often, too often, belong to this grade. The writer of this article experienced no little surprise, lately, to find, in a Teacher's Manual, a classification of the

* Adapted from "The School and Institute," a teacher's work nearly ready for the press.

English Sentence prepared by him many years ago. It was incorporated, printer's mistakes and all, without even the usual literary "thank you." A genuine civil service policy incorporating the Apostolic injunction, "honor to whom honor is due," can be advantageously insisted upon in educational and literary matters.

2. *Approving grade.* This often selects the language of another, but always recognizes the debt by using necessary quotation marks, or by crediting the source of the quotation—probably by both. It implies such a careful reading of the author's language as will justify an endorsement of its sentiments, thus presenting at least the show of honesty. It cultivates skill, too, in the somewhat difficult matter of introducing quotations opportunely and gracefully—an element of literary culture of no ordinary importance.

3. *Reconstructive grade.* This gathers the idea from others, but expresses it in language peculiar to the writer. Not so much the thought, as its dress and arrangement, belong to the author. He has, it may be, gathered old metal from many sources—a plate from one, a door from another, a foot from another, and a wall from another. These different parts of the stove, together with some new and much other old material, are all recast in the furnace and brought forth in new forms and for new purposes. What was formerly a wood cooking-stove reappears as a highly polished hard coal base-burner.

The two mental processes which must take place to satisfy the proper demands of this grade are: (1.) *Clear and distinct conceptions in the mind.* (2.) *Accurate and adequate representations of those conceptions.* We must not be misled, at this point, by the statement of Burke that "a *clear* idea is only another name for a *little* idea." The only reason why some people are unable to express their ideas, either orally or in writing, is that they have none to express. Thought, clear and earnest, must always precede expression. "The hot conception of the poet," says Lowell concerning Shakspeare, "had no time to cool while he was debating the comparative respectability of this phrase or that; but he snatched what word his instinct prompted, and saw no indiscretion in making a king speak as his country nurse might have taught him."

* * "He who is thoroughly possessed of his thought, who imaginatively conceives an idea or image, becomes master of the word that shall most amply and fitly utter it."

4. *Genetic grade.* This is absolute originality. It expresses what has never been represented before in either matter or form, and embraces two kinds: (1.) Both the thought and its expression are wholly new and original. (2.) The thought may have been expressed by others, but may never have been seen or heard by the writer. In

either case, it is just as original to him as if no one in the world had ever produced it. In either case, he is entitled to letters patent, and is authorized to prosecute any infringement.

In this grade is found the true aristocracy of letters. The membership is small and somewhat lonely. The doors are open, and applicants will continue to be received if they come prepared to comply with the terms of initiation. Says Hazlitt in his essay *ON PEOPLE WITH ONE IDEA*: "Oh! how little do they know, who have never done anything but repeat after others by rote, the pangs, the labor, the yearnings and misgivings of mind it costs to get at the germ of an original idea—to dig it out of the hidden recesses of thought and nature, and bring it half-ashamed, struggling and deformed, into the day—to give words and intelligible symbols to that which was never imagined or expressed before! It is as if the dumb should speak for the first time, or as if things should stammer out their own meaning through the imperfect organs of mere sense."

It was, no doubt, with a full realization of the difficulty referred to by Hazlitt as well as on account of the universality of memoriter recitations, that Cowper in his *Tirocinium* expressed the conviction that

"To follow foolish precedents, and wink
With both our eyes, is easier than to think."

But we are told that the day of absolute originality is past, and that the writers of to-day are only copyists. Emerson says, somewhat oracularly: "Every book is a quotation; and every house is a quotation out of all forests, and mines, and stone quarries; and every man is a quotation from all his ancestors." In a general sense this is all true; but, does he mean that *all* of every book is a quotation, or that the main features are? Does he mean that every house is an exact duplicate of some antecedent house, or that it is only a compound of elements found in the forest, the mine and the quarry? Does he mean that every man possesses ancestral blood and characteristics? Who doubts it?

New literary creations must have conceded the existence of several antecedent conditions: (1.) Material to be wrought into other forms. (2.) Mental faculties. (3.) Healthful action of those faculties. (4.) Language to represent the products of this action. When these are properly employed, the *genetic* grade may be reached by the moderns. The bee makes honey in this sense. This precious food is the nectar from many flowers; nor do we always stop, in eating it, to analyze the honey and determine that one part was gathered from the clover, another from the dandelion and another from the honeysuckle. It is

modern honey, and as such, by the law of originality, a creation—not a theft.

We pause to give, in conclusion, a few practical suggestions which may be utilized by teachers:

1. Much of the plagiarism of the day originates in that conception of study which always requires the memorizing of lessons, word for word, and their recitation in like manner.

2. Much is due also to imperfect systems of language-culture and composition-training. Children are simply *commanded* to prepare a given exercise—are *told* to write a composition, without receiving proper aid in their work. As a result, some sentence or paragraph from a book is copied—some essay from a newspaper, magazine, teacher or book is offered as the production sought. The evil is not checked, and finally becomes a fixed practice.

3. Much is traceable to the fact that pupils are not practically trained how to read an author intelligently on a given subject—to learn what should be taken and what rejected—and per consequence they simply copy entire paragraphs and read them as their own. Particularly is this the case when they investigate some subject in the Encyclopædia. The remedy is simple: (1.) Pupils should be required, at times, to copy entire essays verbatim, observing to capitalize, spell, punctuate and paragraph according to the text. This practice will produce close observers in language. (2.) They should then be trained to make appropriate quotations and intersperse them with their own observations, remembering to give due credit. (3.) They should be asked to read a paragraph or article, and then from memory to express the results in their own language. This will also increase their vocabulary, since many of the terms will be remembered. (4.) They should be trained to outline the subject concerning which they expect to speak or write, and then select from the author read what they can profitably use in developing the outline. This material, made a part of their own mental being by digestion and assimilation, will assist in perfecting their literary labor.

4. Much is chargeable to the wide-spread practice of it in literary societies, newspapers, sermons, etc.,—a practice whose immorality is permitted to pass unrebuked. Let teachers set themselves against this species of theft, and inaugurate a much-needed reform.

J. FRAISE RICHARD.

To read without reflecting is like eating without digesting.

SCHOOL MATTERS IN ENGLAND.

BY CHAS. W. SUPER, ATHENS, O.

There are some things in the English public school system to which attention may very properly be called here. My observations have been confined chiefly to London; but its schools are conducted in the main like those of other large cities in England, some of which they do not surpass in excellence. The code of regulations now in effect was adopted in May, 1882, and all quotations in this paper are from the document of that date.

England has no free public schools. As compulsory education is pretty stringently enforced there are of course a good many children whose parents are too poor to pay tuition, and in such cases it is remitted by the board of education. The minimum weekly tuition fee for each child is two cents; the maximum, eighteen cents. As the law however compels children to attend only "half-time," they are required to pay no more than half tuition, except in the lowest grade. The head teacher in each department is charged with the duty of collecting the fees. As an offset to this, the pupils do not furnish their own books, these being in most cases, at least, provided by the boards of education. In London, there is in vogue a system of prize-giving by which pupils may earn books as rewards of merit. Each pupil that has attended punctually for one quarter receives from the head teacher a card of which the pecuniary value in books or work-boxes is from six to thirty-six cents, according to the grade of the school. Only girls in the advanced classes are allowed the option of work-boxes. But teachers may withhold from pupils the rewards earned by punctuality if their conduct in other respects has been unsatisfactory. Thus while there are no free schools so-called, children may not only receive gratuitous instruction, but earn articles of value in addition.

On the subject of punishment, I can not do better than quote the words of the code: "Every occurrence of corporal punishment must be formally recorded in a book kept for that purpose. Head teachers must exercise the utmost caution in inflicting corporal punishment so as never to strike a child on any part of the head, either with the hand or any instrument whatever. Corporal punishment must not be inflicted during school hours. The name of any child to be punished shall be put down, and the cases of corporal punishment be dealt with at a particular time set apart for the purpose. Head teachers may inflict immediate corporal punishment in exceptional cases, which, in their judgment, require such a course; but a special report of each case must be made by them in the punishment book, giving in full the

reasons for departing from the ordinary rules of the board. Assistant teachers and pupil teachers are absolutely prohibited from inflicting such punishment. The head teacher is held directly responsible for every punishment of the kind."

I found among the London teachers, and also in the board, a strong sentiment against the infliction of corporal punishment. Some teachers with whom I conversed seemed to take pride in showing that their punishment books contained but a meager record. An instance was related to me of a school in the East End of London, attended chiefly by the children of the worst and lowest classes, which had caused the authorities a great deal of trouble, because no teacher would remain long in charge of it, even if some would go so far as to try. At length, with considerable difficulty, the services of a lady were secured who had made an exceptionally fine record in another part of the city. She at once wholly discontinued the infliction of corporal punishment, and in a very short time, by the mere influence of her admirable tact and skill in school government, had transformed the school into one of the most orderly.

As a rule, teachers in England are not employed independently who have not attended a training school and served an apprenticeship to some older teacher. Head teachers may have in charge as many pupil teachers as they can oversee, but cannot receive pay for more than six. Naturally those teachers who have the best reputation are most sought by those intending themselves to enter the profession. Pupil teachers pay for this instruction—males twenty-five dollars, females twenty dollars per annum—and head teachers whose services are in demand may thus considerably increase their income. The absurd notion so prevalent here that any young person who knows a trifle more than other youth is a proper and fit person to teach them independently, has no defenders on the other side of the Atlantic, so far as my observation has extended.

The teacher's income may be made up from one or more of the following sources: 1. A fixed salary paid monthly. 2. A share in the government grant. 3. Payment to head teachers from pupil teachers. 4. Payment for instruction in drawing. As to point 2, it needs to be said that once a year regularly all the pupils are individually examined by a government inspector, and the teacher receives a pecuniary allowance for each one found competent to pass into the next higher grade. In some cases a teacher may take a school at a fixed annual rate without regard to the report of the inspector, but generally the sliding scale, or payment according to success, is found most efficient to secure the best work. In the lower grades there is not much difference

between the salaries of males and females, usually about twenty-five dollars, up to a maximum of four hundred dollars. Beyond this the difference is greater, so that where a male head teacher receives five hundred and fifty dollars, a female receives but four hundred and fifty. Going still higher, when a male receives ten hundred and fifty dollars, the female teacher of the same grade receives but seven hundred and fifty. As a part of the fixed salary is reckoned the annual increase made upon each "good report" which the teacher receives from the inspector. This increase is fifty dollars for a male teacher and thirty for a female. The apparently unjust discrimination arises from two causes. The older male teachers, those whose wages are highest, have more frequently families to support than the females; the supply of the latter is much greater than of the former, and their services can be obtained for less money. A very large number of ladies find employment as public school teachers in England. No part of the English system appears to me more worthy of imitation than to pay according to success. And the teacher has usually a very competent judge to decide whether he has succeeded, as the inspectors are always the best educated men that can be had, and the position is so well paid that men of ability seek it. Besides, his relation to the teachers of his district is such that he can have no interest in keeping any of them back. It is too often the case under our system of union schools, that boards feel themselves limited in the expenditure of money; and in such cases, the superintendent, if a shrewd manager, succeeds in getting the lion's share, while the remaining teachers are put off with what is left. And yet the schools are probably none the better for the disproportionate salary and the nominal oversight. From the commencement of his career, the English teacher has before him strong incentives to do well, and he may win prizes in two or three different directions each year.

The English system is largely based upon the German, though that has not been slavishly copied. The English people deserve great credit, not only for the zeal with which they have recently entered upon the improvement of public education, but also for the judgment they have shown in adopting whatever is good in the systems of other countries. Consequently the uniform improvement of their schools has been greater in five years than that of Ohio in four times five, though Ohio has doubtless some as good schools as England's best.

Your work is not finished when you have brought the ore from the mine; it must be sifted, smelted, refined and coined before it can be of any real use and contribute to the intellectual food of mankind.—*Max Muller.*

NOTES AND CRITICISMS.

Is the following sentence good English? I doubted if I had not dreamed it all.—*Thoreau*. S. A.

Is this a joke? In the Harvard Shakespeare, Henry VI, p. 101, note 2, Mr. Hudson says, "a pack of cards was anciently termed a deck. The term is said to be still used *in Ireland*." The italics are ours. B.

The words "troupe" and "company" are frequently misapplied and confounded by both press and public. The distinction in professional circles is very marked. Minstrels and performers in the circus, *et hoc genus omne*, are known as troupes. "Company" designates that association of men and women whose efforts are more identified with intellectual entertainments. W.

There is more than one Quincy in the United States. That in Illinois is pronounced with the *c* soft; Quincy in Massachusetts is pronounced as if written Quinzy. So, too, California is pronounced by the inhabitants of the State as if written Californ-yah; and Missouri, as Mizzouri. And what shall we say of Arkansas, when even the Legislature decrees that it shall be pronounced Arkan-saw? W.

If "*his*" in the sentence "He has many a dollar in that safe of his," is a *possessive* pronoun in the *objective* case, is not "*Thompson's*" in the sentence, "He has many a dollar in that safe of Thompson's," a *possessive* proper noun in the *objective* case? A. C. B.

 THE PARSING OF "WORTH," &c.

The parsing of the words "worth" and "dollars" in the sentence, "He is worth a million dollars," (query 12, p. 124), may not be "equal in possessions to" or "have wealth or estate to the value of" the discussion expended upon it. But, to one who has examined both sides of the question, it still seems that "*worth*" is a preposition, and that "*dollars*" is the object of "*worth*." Gould Brown, p. 534, "Grammar of Grammars," *does give* the reasons why he calls it a preposition in such constructions. They seem conclusive. Norton, Weld, Quackenbos, Harvey and Bullions *do not give* the reasons why they call it an adjective. To call worth a preposition, in such constructions, certainly gives the learner the simplest government for the noun which follows, and prevents the use of a rule of doubtful propriety.

Newcomerstown, O.

A. C. BAGNALL.

Mr. Bagnall takes exception to the expression, "Norton's Weld and Quackenbos's Grammar." He says it should be "Norton's, Weld's, and Quackenbos's Grammar," or "Norton, Weld, and Quackenbos's

Grammars." We think he misapprehends the meaning of the expression. Weld and Quackenbos are the joint authors of a text-book on grammar. Norton revised it, and his edition of the work is called "Norton's Weld and Quackenbos's Grammar."

WHO AND WHICH.

A writer in the *New England Journal of Education* quotes a rule from Gould Brown, respecting the use of *who* and *which*, and then attempts to convict Thackeray, who violates this rule, of using, in the instance given, extremely careless English. Our critic, who seems to have a wide acquaintance with grammars, and a very limited acquaintance with the English language, takes it for granted, because the grammarians say so, that there is in English a definite rule restricting the use of *who* to persons. From all such criticisms an appeal may very profitably be made to the language itself.

How stands the case then as regards the use of *who* and *which*?

One of the first books ever printed, namely, the Translation of Reynard the Fox, by Caxton, has on its title page *Animals who talk*.

Any well-instructed reader of Shakspeare and the Bible knows that in the goodly times of Elizabeth and James, the supposed distinction between *who* and *which* was not observed at all. Shakspeare writes, *he which*, *she which*, *the lion who*, etc. But it will doubtless be replied that the rule was intended to apply only to modern English. To modern English then let us go:

A dog who.—*Landor—Imaginary Conversations*.

The dromedary who, a lion who, a dog who, etc.—*Bayard Taylor*.

A mother (crow) who.—*J. R. Lowell—My Garden Acquaintance*.

Crows who.—*John Burroughs—The Century Magazine*.

The dogs who.—*J. G. Whittier—The Boy Gypsies*.

An Isle-of-Skye-Terrier who.—*Thackeray*.

Four-footed dogs who.—*George Eliot—Romula*.

Yap (the dog) who.—*George Eliot—Mill on the Floss*.

The elephant who.—*Robert Browning—The Ring and the Book*.

The stork,
Whom the sly fox from the hills
Rouses. *Robert Browning—Paracelsus.*

The limit of the reasoning of those animals to whom conventional language is impossible.—*J. S. Mill*.

A wide notation of examples convinces me that there is a tendency in modern English to make *who* refer only to persons, but it is simply a tendency and in no sense a rule, the very best writers feeling free to exercise their discretion in the matter. E. S. C.

DICTIONARIES.

We are all slaves to a big, bouncing lexicon, says Mr. Whipple in one of his old essays. Too thorough-going slaves, I sometimes think we are. A good dictionary is one of the most valuable of books, but it is not the complete guide that it is sometimes supposed to be. In the matter of pronunciation it indicates, with considerable accuracy, the usage of the purest and finest speakers of English, but even here its authority is by no means always to be accepted without question.

A work like the revised Webster is also of great value in tracing our English etymologies, and it used to be recommended for this purpose by perhaps the most competent living student of English, the Rev. Walter Skeat.

The definitions in dictionaries are usually clear, but they are scarcely ever complete. One cannot get both a wide and precise knowledge of words without going to the pages of those who use words most competently and nobly. A word connotes, as Mr. Mill would say, very different things in different stages of its history, and it should be studied in the pages of the purest masters, living and dead.

Dr. Murray, the editor of the great English dictionary which has been so long a-preparing that one may doubt whether it will ever see the light, a few years ago sent me an invitation to become one of his readers. The plan was to have every great or noteworthy book in the English language studied, and all rare and remarkable uses of words noted and the passages in which they occurred written down with the proper references. In this way it was thought that the history and different meanings of words could be copiously illustrated, and a complete notion obtained of the amount of wit which the best heads had been able to put into them. Dr. Murray's great dictionary has never appeared, but meantime, books are before us, and each one of us can go to the great store-house of English words and English thought for himself.

E. S. C.

 EMERSON AND CARLYLE.

Two very beautiful and noteworthy volumes are those issued from the press of Osgood & Co., and comprising the correspondence of Emerson and Carlyle. These two men had, taken all in all, the completest intellects of their time, and it is good to sun one's self in the atmosphere of their high friendship and noble thinking.

Teachers as a class are too apt to content themselves with the rather unfruitful pasturage of mere pedagogics, and do not get often enough into the clear air of the best thoughts. It is good, of course, to know the method and philosophy of one's vocation, but no method is of

much value which has not behind it a strong and inspiring personality. Perhaps no two men of any time had more of that virtue which kindles the intellect to its best effort than Thomas Carlyle and Ralph Waldo Emerson, and they may be recommended to all teachers who would be known as workmen of the highest type. Whether one go to the brave Englishman or the clearer-spirited American, if he take with him the eyes of a true reader, he will not come away disappointed. E. S. C.

Apropos of the subject of promotions in High schools, permit me to mention a method that I have been using this year, and so far, with success. It is the plan of promoting by studies, i. e., as soon as a class completes a study, the per cents and other criteria are considered and each pupil is told whether or not he is to take that study again the next year. A pupil having three studies and failing in one, advances in two studies and is kept back in one. J. E. MORRIS.

"No one thought *of his being wrong*" is Mr. Crosier's abridgment of "No one thought *that he was wrong*." We think it is incorrect. Who would abridge, "All thought *that he was wrong*," into "All thought *of his being wrong*." If one is correct, the other must be. The rule that the abridged form must retain the original meaning is violated. You can think "of his being wrong" without thinking "that he is wrong." Say, "him to be wrong." "Of his being wrong" is an adverbial and not an objective element. A. D. B.

Every mistake in an answer does not deserve a zero. There are degrees in error as well as in excellence. For example the boy who translated "*arma virumque cano*," "arms and a man with a cane," knew the second declension and recognized the ablative termination. Far below him was the one who translated "*olli subridens hominum*" as "these smiling men," and another who could think that "good by" would be "*bonus ab*" in Latin, was a hopeless case. M. R. A.

The Marietta Literary Club is never dull when the venerable professor K—— is present to enliven its meetings. His paradoxes have all the freshness of youth,—Attic wit with the wisdom of Nestor. He is "fully abreast of the age," whatever that may mean, but not a spelling reformer. On this subject, he says, "Our English and American boys have bone and sinew because *they must learn to spell*." A.

The great fault of our age is not overwork but laziness. The painter too indolent to finish his work belongs to the impressionist school, the poetaster incapable of painstaking or too deep in the mire to soar to Parnassus is writing the "poetry of the future," and the teacher who is shirking genuine work clamors for liberal courses, for royal roads to geometry, A.

If you have read and admired Gladstone's Homeric writings, be warned by M. D. Conway, in the *North American Review* for March.

"If a critical German or English specialist in Greek scholarship were asked who knows least about Homer, he would probably reply, 'Gladstone.' If an ethnologist, or a continental politician were asked who know least about the Greeks of to-day, he would make a similar reply. The ancient and contemporary Greece of Mr. Gladstone is strictly conventional, his Homeric ideas antiquated. He does not know what it is to doubt."

The last sentence explains the whole. Mr. Gladstone may be the first Englishman to be honored with a statue in Greece, but if he has not learned to doubt, the specialists say his ideas are antiquated.

"Prove all things" is good doctrine in science as well as in morals, but every Wouter van Twiller is not a profound scholar because he says, "I have my doubts on that subject." Too much of the study of history is made up of nihilism, of rhetorical whitewash for Nero, Henry VIII, and Philip II, and *specialistic* dirt to throw at the statues of Washington and Franklin. In training the young we should never forget the rest of the precept quoted above, "Hold fast that which is good." A.

"Treat your pupils all alike; don't be partial." With this novel precept in my head I fell asleep and I dreamed a dream; and in my dream Johannes Docet became weary of perpetual criticism and resolved to enter another calling. And he went to a large city and attended lectures and in two years he returned to his home with a diploma large enough for a sign. And I saw in my dream that his first patient was a man who by slothfulness and gluttony had made himself sick, and Johannes prescribed coarse food and mountain walks; and the next was a poor woman whom toil and hunger had brought nigh unto death, and Johannes said, "It seems hard but I must treat my patients all alike," and he gave the same prescription as to the first. But the by-standers laughed and said, "Behold, the young doctor is a fool." And I awoke, but it was not all a dream. A.

SOLUTIONS.

Query 4, p. 82.—The statement of this question gives rise to two cases, in one of which the longer side of the small end of the stick is parallel with the longer side of the large end, and in the other perpendicular to it. The following is a solution for the first case:

The stick is a prismoid, which, when produced, forms a wedge whose back is 12 by 17 in., edge 2 in., and altitude 180 in.; the part

added being a wedge whose back is 4 by 7 in., edge 2 in., and altitude 60 in.

Volume of prismoid $= (28 + 204 + 384) \times 20 = 12320$. One-half the prismoid $= 6160$. Volume of small wedge $= 16 \times 4 \times 10 = 640$ cu. in. $6160 + 640 = 6800 =$ volume of wedge whose edge is 2 in., the length of the back increasing $\frac{1}{2}$ of an inch, and the width of the back $\frac{1}{5}$ of an in. for every inch of altitude.

Let $x =$ alt. of wedge.

$\frac{x}{15} + 2 =$ length of back.

$\frac{x}{15} =$ width of back.

$2 =$ edge.

Then, $(2(\frac{x}{15} + 2) + 2) \frac{x}{15} \times \frac{x}{5} = 6800$.

Reducing, $x^3 + 36x^2 = 3672000$.

From which, by any of the methods of approximation, $x = 143.16$ in. $143.16 - 60 = 83.16$ in., the distance from the small end of the stick.

Mr. Ferguson's solution, page 123, is not correct. L. H. W.

Query 10, p. 124.—Let x and y be the respective sums of money; then $x^2 + y = 11$, and $x + y^2 = 7$, or $y = \sqrt{7 - x}$. This in the first equation gives by reduction

$$x^4 - 22x^2 + x + 114 = 0, \text{ or}$$

$$x^4 - 13x^2 + 39x = 9x^3 + 38x - 114.$$

Adding $3x^3$ to each side and factoring, $x(x^3 + 3x^2 - 13x - 38) = 3(x^3 + 3x^2 - 13x - 38)$, whence $x = 3$. Then $y = 2$.

(Correct solution also given by J. Cook, Genoa, O.)

To solve $x^2 + \sqrt{x} = 18$. Let $x = v^2$, and then $v^4 + v - 18 = 0$. We see by inspection that $v - 2$ is a factor of the members of this equation; and dividing we have $v^3 + 2v^2 + 4v = -9$. Suppress the second term by placing $v = u - \frac{2}{3}$; then $u^3 + \frac{8}{3}u = -\frac{187}{27}$. Now place $u = \sqrt[3]{w} - \frac{8}{3\sqrt[3]{w}}$, and then $w^2 + \frac{187}{27}w = \frac{512}{27}$, whence $w = \frac{-187 \pm 9\sqrt{457}}{54}$, which gives two additional values of x .

WILLIAM HOOVER.

Query 2, p. 123.—“Blue-stocking” is a name given to learned and literary ladies, who display their acquirements in a vain and pedantic manner, to the neglect of womanly duties and graces. The name is derived from a literary society formed in London about the year 1780, which included both men and women. A gentleman by the name of Stillingfleet, who was in the habit of wearing blue stockings, was a distinguished member of this society; hence the name, which has been adopted both in Germany and France.

J. H. W. SCHMIDT.

Kirksville, Mo.

Query 1, p. 123.—“The Lake Poets” is a name with which the

Edinburgh Review dubbed the poets, Wordsworth, Coleridge and Southey, who, towards the close of the last century, took up their residence in the Lake district of Cumberland and Westmoreland and who professed to seek the sources of poetical inspiration in the simplicity of nature, rather than in the works of their predecessors and the fashion of the times. See *Edinburg Review*, Vol. XI, p. 214.

J. H. W. S.

Query 11, p. 124.—For a history of things referred to in this query, see *Harper's Magazine* for November 1882, p. 834. W. H.

Query 3, p. 123.—The civil calendar of all European countries has been borrowed from that of the Romans. Romulus is said to have divided the year into ten months only, including in all 304 days, and it is not very well known how the remaining days were disposed of. The ancient Roman year commenced with March, as is indicated by the names September, October, November, December, which the last four months still retain. July and August, likewise, were anciently denominated Quintilis and Sextilis, their present appellations having been bestowed in compliment to Julius Cæsar and Augustus. In the reign of Numa, two months were added to the year, January at the beginning, and February at the end; and this arrangement continued till the year 452 B. C., when the Decemvirs changed the order of the months, and placed February after January. The months now consisted of twenty-nine and thirty days alternately, to correspond with the synodic revolution of the moon, so that the year contained 354 days; but a day was added to make the number odd, which was considered more fortunate, and the year therefore consisted of 355 days. This differed from the solar year by ten whole days and a fraction; but, to restore the coincidence, Numa ordered an additional or intercalary month to be inserted every second year between the 23rd and 24th of February, consisting of twenty-two and twenty-three days alternately, so that four years contained 1465 days, and the mean length of the year was consequently $366\frac{1}{4}$ days. The additional month was called *Mercedinus* or *Mercedonius*, from *merces*, wages, probably because the wages of workmen and domestics were usually paid at this season of the year. According to the above arrangement, the year was too long by one day, which rendered another correction necessary. As the error amounted to twenty-four days in as many years, it was ordered that every third period of eight years, instead of containing four intercalary months, amounting in all to ninety days, should contain only three of those months, consisting of twenty-two days each. The mean length of the year was thus reduced to $365\frac{1}{4}$ days; but, it is not certain at what time the octennial periods, borrowed from the

Greeks, were introduced into the Roman calendar, or whether they were at any time strictly followed. It does not even appear that the length of the intercalary month was regulated by any certain principle, for a discretionary power was left with the pontiffs, to whom the care of the calendar was committed, to intercalate more or fewer days according as the year was found to differ more or less from the celestial motions. This power was quickly abused to serve political objects, and the calendar consequently thrown into confusion. By giving a greater or less number of days to the intercalary months, the pontiffs were enabled to prolong the term of a magistracy, or hasten the annual elections; and so little care had been taken to regulate the year, that, at the time of Julius Cæsar, the civil equinox differed from the astronomical by three months, so that the winter months were carried back into autumn, and the autumnal into summer.

In order to put an end to the disorders arising from the negligence or ignorance of the pontiffs, Cæsar abolished the use of the lunar year and the intercalary month, and regulated the civil year entirely by the sun. With the advice and assistance of Sosigenes, he fixed the mean length of the year at $365\frac{1}{4}$ days, and decreed that every fourth year should have 366 days, the other years having each 365. In order to restore the vernal equinox to the 25th of March, the place it occupied in the time of Numa, he ordered two extraordinary months to be inserted between November and December in the current year, the first to consist of thirty-three, and the second of thirty-four days. The intercalary month of twenty-three days fell into the year of course, so that the ancient year of 355 days received an augmentation of ninety days; and the year on that occasion contained in all 445 days. This was called the last year of confusion. The first Julian year commenced with the 1st of January of the 46th year before the birth of Christ, and the 708th from the foundation of the city.

In the distribution of the days through the several months, Cæsar adopted a simpler and more commodious arrangement than that which has since prevailed. He had ordered that the first, third, fifth, seventh, ninth, and eleventh months, that is, January, March, May, July, September and November, should have each thirty-one days, and the other months thirty, excepting February, which in common years should have only twenty-nine, but every fourth year thirty days. This order was interrupted to gratify the vanity of Augustus, by giving the month bearing his name as many days as July, which was named after the first Cæsar. A day was accordingly taken from February and given to August; and in order that three months of thirty-one days might not come together, September and November were reduced to

thirty days, and thirty-one given to October and December. For so frivolous a reason was the regulation of Cæsar abandoned, and a capricious arrangement introduced, which it requires some attention to remember. The additional day which occurred every fourth year was given to February, as being the shortest month, and was inserted in the calendar between the 24th and 25th day. February having then twenty-nine days, the 25th was the 6th of the calends of March, *sexto calendas*; the preceding, which was the additional or intercalary day, was called *bis-sexto calendus*, hence the term *bissextile*, which is still employed to distinguish the year of 366 days. * * * * * See *Encyc. Brit., Vol. IV, p. 666.*

W. I. BRENIZER.

Wadsworth, O.

THE SCHOOLS OF OMAHA.

In giving the following letter a place in the MONTHLY, we are reminded of Bacon's remark about private letters, that "such as are written from wise men, are, of all the words of men, in my judgment, the best; for they are more natural than orations, public speeches, and more advised than conferences or present speeches." Mr. James will excuse the liberty we take, for we are sure it will gratify a large circle of friends in Ohio.—ED.

OMAHA, NEB., April 7, 1883.

Dear Findley:—I have had it in mind for a long time to write to you, but have never yet found time. I have found so many things to do in my new position that my correspondence has been crowded into a secondary place; but I have thought of you a great many times, and have welcomed the MONTHLY much more gladly than ever before. I think it only fair to say that this is not wholly due to the fact that I welcome Ohio news all the more for being so far away. I really think you have succeeded in making the MONTHLY better than it ever was before. I thought this while I was still living in Ohio.

You have never been in Omaha. It is a city of more importance than its size alone would make it. Almost every one that goes around the world, or that visits California, passes through Omaha. Prior to 1867, it was a large village, depending for its importance on the fort, and the trade with the Indians and early settlers. Its population may have been five or six thousand. The completion of the Union Pacific railroad, with Omaha for its Western terminus, wrought a great change, not only in the city, but in the entire State. Since then an immense tide of emigration has swept into the State, and few parts of the country have improved more rapidly. In 1870 the population of the city

was 16,000, and the State 123,000. In 1880 the city had reached over 30,000, and the State nearly half a million. At this time a moderate estimate gives the city 40,000; and the State has undoubtedly increased much more rapidly than the city. Much of this State which you and I used to see described in our geographies as belonging to the great American Desert, is now known to be singularly fertile. The soil is very rich and rains are abundant. Not as hot as in Kansas, drouths are rare, and the grasshopper a scourge of only occasional seasons. Nebraska is really the farmer's paradise. I think no state in the Union produced such crops last year. But I did not mean to write you what you already know, or may so easily learn from your geography. A city that has grown up as rapidly as Omaha must necessarily be very crude and unfinished, but as it is the largest in the district extending hundreds of miles in every direction, it necessarily assumes something of a metropolitan character. There are hotels, business blocks, churches and residences that would be creditable to any city of Ohio. The school houses are very fine. The High school building is one of the finest I have ever seen. In the vignette on page 28 of Appleton's new Higher Geography, you have an excellent picture of it. Look at it. None of the other buildings are as large, but, with scarce an exception, they are as well built. Most tourists in speaking of Omaha mention nothing but the muddy streets, and until recently nothing was done to make these what might be expected in a city as large as this. Now from one to two hundred thousand dollars a year is being expended in grading and paving the streets, and probably the next ten years will make as great a change in the appearance of Omaha as of any city in the country. The site of the city is a low table land near the "Big Muddy," large enough for the business portion, and a row of hills extending back for many miles makes delightful places for residence.

The schools here have the reputation of being excellent, and in some of their features they deserve much praise. There are in all 81 teachers, which number will doubtless be increased four or five this month when the spring children come in. There are some of the best teachers among these I have ever seen. Full half of them were trained in normal schools and they come from almost every northern state, Ohio being very largely represented.

Few places in the country of its size pay as good salaries. In all the grades, teachers of six years experience, or if normal school graduates, of four years experience, receive \$700 a year. Principals and high school teachers receive more. The cost of living is not greatly in excess of what it is in the east. These facts have become quite well

known, and you may be sure that I hear of a great many applicants for positions.

I have never lived in a community where there was greater interest in the cause of common school education than I have seen here. Every one feels the importance of giving the schools the most generous support. Under our high license law eighty saloons pay \$1000 each into the common school fund, and in addition to this as much more is raised by taxation. You doubtless would not like to touch money that come from saloon licenses, but the license seems to be a good thing for the cause of temperance. In seven months I have seen *only two* tipsy men in Omaha. The interest in education is general in the State. I attended the State Teachers' Association last week at Columbus, a town on the Union Pacific, a hundred miles west of this, and never attended a better meeting. About 300 teachers were present, all the meetings were well attended, and the closest attention to the papers and discussions was given by all. In the interest manifested, the Ohio meetings have not for many years compared at all with this meeting at Columbus. Some of the papers to which I listened were very able. I wish you could have heard those of Messrs. Sprecher, Points and Sherman. They were very fine. It seemed to me that I had never attended so good an educational meeting as this one. There is one class of persons at the Nebraska meetings that you do not have in Ohio,—the county superintendents. Some of these are very strong and active, and as a result, a better class of teachers from the ungraded schools appear than I have ever seen in Ohio. I was very much impressed with the character of these ungraded school teachers and county superintendents. These superintendents seem to me a superior class to those in similar positions in Illinois and Michigan. Some of them are ladies,—some of the best of them too.

But I am writing you a long letter—much longer than I had intended. I enjoy my work here very much. I think I feel much as you did when you first went to Akron. I remember that you used to come to Cleveland and report how very much you enjoyed the change. And now you are looking forward to leaving the schools entirely. How very strange it will seem to you!

I meant to say that we have a high school of 125 pupils. It has not been treated well, but I think its future is full of promise. You know we gave up Mr. C. D. Hine, the principal, who left us at Christmas to succeed Hon. B. G. Northrop, as secretary of the Connecticut State Board of Education. We were very proud to do this, though sorry to lose our man. His successor, who enters upon his duties next week, is Mr. H. P. Lewis, of Davenport, Iowa,—Dartmouth, '74, and I believe a very superior man for the place. He has been principal of the Davenport high school for five years, and is said to have been the best high school man in Iowa.

Sincerely yours,

H. M. JAMES.

EDITORIAL DEPARTMENT.

That the teacher should be a good general scholar and that he can become such only by a liberal course of general reading, needs no argument. That he should be a careful and continual student of the branches he attempts to teach, so as to feed his pupils upon fresh, or, at worst, on newly warmed-up victuals, is, to a thoughtful mind, likewise self-evident. But this is not the sum of the matter.

There is a science of education, an art of instruction, a system of school management. These things are not born with us, and they are not learned from the text-books in the branches named in the school curriculum. There is abundant proof that a man or woman may be a profound text-book scholar, and a blunderer in charge of a class or school. Doubtless much can be learned by experience. It was said by Erasmus, that experience is the school-house of fools, but tuition thereat is very high.

Great students of humanity and all that concerns its proper development have written the results of their labors in books, which we may have upon our tables. Eminent practical teachers, who attained great success in the art, have given us their recipe. We may not be able to apply it precisely as they did, but a thoughtful study of it, and an appropriation of what seems to suit our case, will greatly aid us. Locke, Pestalozzi, Mann, old Roger Ascham, Spencer, Bain, Wickersham, and Ogden should stand ready upon our shelves. But even this is not all. The course of popular education is closely allied to other vital topics and must be studied in its relations thereto. The teacher must read the history of education among the nations, its triumphs and its failures, its friends and its enemies. He must know its past in order to look intelligently to the future, and even to comprehend its present. Shame upon him if he care not for these things. Is there a teacher who is satisfied with each day's and each week's results? He should stand not upon the order of his resignation, but resign at once.

The true teacher is not satisfied. He sees a wide margin between what he does, and what he thinks he ought to do. He reads educational periodicals in which he finds the record of other teacher's struggles in the same problems of instruction, of school economy, of character culture, which daily confront him. Do these things fail to interest him? Is he equally serene under victory and defeat, so that the pay-roll is duly signed? Can he put his hand to the highest work ever done on earth and give no thought to the way in which others attempt the same? What manner of man is he?

Tho', as I have said, there is a science of education, and an art of school management, still the science is not perfect, nor the art complete. They constantly grow, not with the single experience of one lone worker, but with the collected and always aggregating experience of thousands of workers, thinkers, and experimenters, and to the grand truths brought to light the non-reading teacher is blind and deaf and dumb.

Concerning the best modes of teaching, both for discipline of mind and storing of memory, even the simplest branches—say spelling, there is lively and pertinent discussion going on in the journals. How the reading exercise should be conducted, so as to lead the youth from the class-room into the library, without which result failure crowns the deed. When and how grammar should be taught so as to make it worth the teaching? How may the school subserve the youth's physical and moral well-being, while aiming more directly to develop his intellectual nature? Should the old-fashioned recess be abolished? Are school vacations too long or not long enough? How can the per cent. of youth growing up without any school training be much reduced? These are a few of the lines in which the profession is doing some practical thinking and talking.

There is a fashion in pronouns as in spring hats. It is known to all readers of early English that *who*, *which*, *what*, was originally not a relative but a demonstrative; that *se*, *seo*, *thæt*, was a demonstrative, and was also used as a definite article; that the definite article *the*, the father of *these* and *they*, was much used as a relative, and that *who* did not come into use as a relative till about the beginning of the seventeenth century.

We have now doing duty as relatives, *who*, *which*, *that*, and *as*.. In the days of Queen Anne, *that* ruled the roost and *who* did little service. In the days of Victoria, *who* is warring against *which*, and claiming to keep man's exclusive company.

E. S. C. has stated this drift or tendency with great distinctness. All teachers of grammar should constantly seek their materials at first hand in the literature, and take nothing on trust.

Here are a few examples which might be added to the list quoted by E. S. C. I have read of a bird *who* coming to the water, etc.—*Fuller*.

The dolphin *whom* each pang imbues, etc.—*Byron*.

That birds *who* were then in the afternoon, etc. Winter birds *who* are quick to discover, etc. The chickadees *who* sometimes make, etc.—*Atlantic Monthly* for February, 1883.

The practical men believe that the idol *whom* they worship, etc.—*Huxley*.

A voice, a mystery; the same *whom* in my school-boy day, etc.—*Wordsworth*.

And as a hare *whom*, etc.—*Goldsmith*.

As when a prowling wolf, *whom* hunger drives, etc.—*Milton*.

The silly bird *who* could find contentment, etc.—*The Nation*.

W. J. White tells the Springfield Board that the securing of a "perfect attendance is a work that can be accomplished only by the most ardent, persistent, and combined effort of all upon whom responsibility falls. It will cost the sacrifice of personal ease and comfort, and the exercise of unwearied patience and forbearance on the part of the teacher; as visit upon visit will have to be made, importunity upon importunity, and remonstrance succeed remonstrance. I have reached the conclusion that the persuasive appeal of a sympathetic visit is far more potent than the stern application of a rigid rule. I would therefore commend to the teachers the uniform practice of securing in-

formation concerning the absence of pupils from school, whenever, at all possible, from personal visitations at their homes."

Henry N. Mertz has this vision before his prospectively happy eye, and as E. O. Vaile, says, "the future is a long tense:"

"I hope soon to see a desk in a well-lighted, well-warmed, well-ventilated, and well-located school-house for every boy and girl in Steubenville who can be induced to occupy such a desk."

John B. Peaslee has a more cheerful way than Senator Blair of looking at the illiteracy question, and a far more correct method of dealing with statistics. He concludes his argument thus:

"In my opinion the actual number of children over ten years of age, born and brought up in our northern cities, who never attended school at all, and who are physically and mentally able to do so, is but a small percentage of the youth of school age; certainly, not many of this class can be found in Cincinnati. The number who cannot read and write is still less."

The epithet *imaginary* is used as definitive of geometric lines, denoting that they are visible only to the image-making faculty of the mind. Eye hath not seen, nor has hand touched one of them.

It is a part of every school-boy's creed that the equator, tropics, and earth's axis are imaginary. But this word is to him the symbol of something nearly synonymous with false. He hears it perhaps, almost a household word, in that sense.

The teacher should not forget to give *reality* to it, as a scientific term, by abundant illustration. The shortest distance from a point on the ceiling to one on the floor is *real*. The plane of this page extended any distance into space is *real*. In short, all the air-drawn lines and surfaces of geometry; the equator, the polar circles, the plane of the ecliptic, are as *real* as the Amazon River, or the great plains of Siberia.

The country schools have, for the most part, closed their winter term. The last word for spelling has been echoed in sections by the small boy at the foot of the class. The master's willing hand has given a final pull at the bell. The door is locked, and a heavy rail leans oblique but obstinate against that shutter which never would stay closed. The little girls who lingered affectionately about the stove are helping mother at home, and the boys are developing muscle and drinking in fresh air and sunshine while doing their part toward the harvest which is to be. Happy is the parent who himself knows somewhat of child nature, who can have his boys with him at work a portion of the year.

As the worst fate that can befall an author is for his book to sink out of sight without a bubble, we can sincerely and safely congratulate Mr. A. H. Welsh upon the result of launching his *Development of English Literature and Language*. It is creating a lively stir in the fresh waters of criticism. The currents set in very diverse directions. As the copy sent us miscarried we reserve our opinion as to the merits of the work, but again cordially congratulate the author upon the hubbub he is raising.

B.

THE STATE ASSOCIATION.

The Executive Committee of the State Association are compelled to draw still farther upon the patience of their fellow teachers. We had hoped to be able to publish the place of our next meeting, with all rates, railroad, hotel and otherwise, satisfactorily and irrevocably settled, in this number, but unexpected and unavoidable delays have rendered this impossible. Everything is being done however that can be done to this end, and it will not be long before every superintendent in the State will be notified as to place and rates, and the June number of the MONTHLY will contain a full report of program, place and rates.

CHAS. L. LOOS, JR., *Sec'y Ex. Com.*

The committee appointed to make a report to the next annual meeting of the State Teachers' Association, upon a "Professional Course of Reading and Study for Teachers," wish to communicate through the OHIO EDUCATIONAL MONTHLY, or by letter, with any Teachers' Reading Circles that have been organized. The committee would like to know: first, what is the character of the organization; second, what is the course of reading or study; third, what has been the success.

Letters may be addressed to any members of the committee, Mrs. Delia L. Williams, Delaware, O., John Hancock, Dayton, O., J. J. Burns, Lancaster, O.

This is the season of the year when the teacher should restrain his longing after new volumes upon theory and practice, and educational systems in other countries, and so following. Instead, he might reap much good and transmit it to his school-room from the reading of those books whose authors went outdoor to get near Nature and then wrote down a history of what they saw and heard and felt. Reflected light is better than darkness.

We shall not have the chance to get our little ex-tempore speeches ready for the State Association if we are not soon blessed with a glimpse of the program. Quite a large number of teachers are standing with their most acute ear turned toward the committee listening to know where they are to meet, but restraining their impatience as they think of what a hard nut to crack said committee had this year.

The *Eastern Ohio Teacher*, successor and lineal descendant of the *Guernsey Teacher*, is edited at Cambridge, by Prof. Jno. McBurney, formerly superintendent of the Cambridge schools, but now a professor in Muskingum College. It is a most excellent journal, full of good matter and sound doctrine.

Superintendents Peaslee of Cincinnati, White of Springfield, Hancock of Dayton, and Mertz of Steubenville, have favored both ends of the editorial bench with copies of their Annual Reports. Verily they have our thanks.

In these days the people of our cities have no excuse for ignorance concerning their schools.

The very best joke of the season—that is, if it be a joke—is the statement by a committee of the Massachusetts Legislature that the Old Bay State has bought a large library, especially rich in historical works, and wonderfully convenient to the Governor's office; all this by way of suggestion to his Excellency, General B.

What did the Louisiana purchase include is a much discussed question. There is an article thereon in the *Nation* for March 29, from our friend, William A. Moury, of Providence, which should be read by students of history before they make up their minds.

We blush!

"The *Ohio Educational Monthly*, always an excellent journal, now ranks way up among the monthlies. * * * We know of no educational journal in the United States that is its superior."—*Pacific School Journal*.

The promised article, comparing the school systems of Ohio and Indiana, did not reach us in time for this number. We expect it in time for the June number.

EDUCATIONAL INTELLIGENCE,

—The graduating class of the Gallipolis high school consists of three boys and nine girls.

—The trustees of Wittenberg college have let the contract for the erection of new college buildings.

—The senior class of the Cambridge high school consists of ten pupils. Commencement occurs May 25.

—The Norwalk Board of Education has contracted for the erection of a new high school building, to cost \$37,398.

—In accepting President White's resignation, the trustees of Purdue University adhere to their position on the fraternity question.

—The high school at Canal Fulton has recently graduated its sixth class. The good work which Superintendent Taggart has done for the past eight years is bringing forth fruit.

—The teachers of Summit county have adopted the plan of meeting on the first Saturday of each month, when the county examinations are held. The attendance is thereby increased.

—The teachers of Madison county are wide awake. At a recent meeting of the county association at London, a hundred teachers were present. The entire day was devoted to the subject of Arithmetic.

—A summer normal school will be held at Antioch College, Yellow Springs, O., beginning July 23rd, and continuing five weeks. F. H. Tufts and G. R. Hammond, of Antioch College, and William Reece, of the Springfield high school, are the instructors.

—The Germantown high school will graduate this year a class of six—three boys and three girls. Commissioner De Wolf is to deliver the annual address to the class May 17. Commencement occurs May 23.

—The *Guernsey Times* says there is talk of the establishment at Cambridge, O., of a university similar to that at Wooster, with chairs endowed by the several religious denominations. Is Ohio to have a college at every cross-roads?

—A normal institute is to be held in the University building at Wooster, O., commencing July 9, and continuing five weeks. Prof. S. J. Kirkwood, the principal instructor, will be assisted by Prof. J. W. Knott, of Tiffin, and others.

—Vocal music in the Piqua schools is very popular with the people. A very fine school concert was given in the Opera House, at the close of the winter term, by a chorus of 200 voices, accompanied by an orchestra of twelve pieces.

—The Western Reserve Normal School at Milan, O., closed the winter term on the 30th of March with a very fine literary entertainment. Six graduates of the Business Department received diplomas. The school is under the efficient management of B. B. Hall.

—A summer normal institute will be held at Grand River Institute, Austinburg, O., beginning May 15, and continuing twelve weeks. Besides the regular faculty, Dr. Harvey, of Painesville, Superintendents Moulton, of Warren, and Carroll, of Chardon, and others have been engaged as instructors.

—The Chicago Board of Education, at the request of the superintendent, has, for the past two years, permitted pupils to pass from each of the grammar schools of the city to the high school upon the recommendation of the principal, without examination, and no evil results are yet apparent. So says *The Schoolmaster*.

—A correspondent of the *Massachusetts Ploughman*, writing from Gallipolis, O., speaks in very high terms of the schools of that city under the management of Superintendent Hard. He ranks them with the Boston schools. In this connection we notice that the Gallipolis high school is trying the one-session plan with good results.

—The School Board of Birmingham, England, consists of fifteen members, five of whom are elected each year, for three years, by the city at large. Candidates are expected, previous to the election, to discuss educational questions at issue, in open meeting, and to be prepared to answer questions. Would that American cities would speedily adopt the plan.

—S. E. O. T. A.—The South-eastern Ohio Teachers' Association held a meeting at Marietta, on Friday and Saturday, April 20 and 21. We have received no report of the meeting, but a copy of the program before us indicates an interesting and profitable time. Friday evening was "An Evening with Roger Ascham," with J. J. Burns to do the talking.

—INSTITUTES.—Putnam Co., Ottawa, July 30. Allen Co., Lima, August 6. Carroll Co., Malvern, August 13. Trumbull Co., Warren, August 20. Scioto Co., Portsmouth, August 27. Noble Co., August 13; instructors, Dr. Schuyler, of Berea, and Supt. Brown, of Hamilton. Preble Co., Eaton, August 20; instructors, E. S. Cox, of Belpre, and L. D. Brown, of Hamilton.

—The semi-centennial of the founding of Oberlin colony and college will be celebrated this year. The jubilee trumpet has sounded, and the Oberlin family will gather in large numbers. What an eventful half-century since the colonists began, in 1833, to clear the ground where Oberlin now stands! What great conflicts have raged, what great changes have taken place in church and state! And what a grand part Oberlin has had in them all! Garfield rightly said that "no school has touched upon the nerve-centers of public life more effectively." The most devoted friend of Oberlin could scarcely ask for it a nobler career in the future than it has had in the past.

—The opponents of musical instruction in the public schools of Greenville, Pa., did a good thing without intending it, when they appealed recently to the courts to enforce their views. An injunction was asked to restrain the Board of Education from employing a teacher of vocal music. The court refused the injunction holding that the Board had the authority to decide what branches shall be taught, and regarding vocal music as a legitimate and desirable branch of education.

—N. E. O. T. A.—The regular bi-monthly meeting was held at Cleveland, on Saturday, April 14. The conference of superintendents and principals, on Friday evening, was well attended, but in interest and profit, it fell below that of the February meeting. The attendance on Saturday was the largest for many months.

The program prepared by the committee was a good one, and was fully carried out as follows:

- I. The Work of the Imagination in Education, H. C. Muckley, Youngstown, O.
Discussion opened by C. F. Stokey, Canton, O.
- II. Enthusiasm,.....Miss S. A. Platt, Salem, O.
Discussion opened by Miss Ellen G. Reveley, Principal Cleveland Normal School.
- III. The Past, Present and Future of the N. E. O. T. A.,
Supt. E. F. Moulton, Warren, O.
General discussion on the Management of the Association opened by Superintendent B. A. Hinsdale, Cleveland, O.

The proposition to dispense with the June meeting was not adopted. It was decided to change the time of this last meeting of the school year from the second Saturday of June to the last Saturday of May, the place of meeting to be such point outside of Cleveland, as the executive committee shall determine.

—The eighth semi-annual session of the teachers of Hancock, Hardin, Seneca and Wyandot counties, was held at Carey, O., March 31st.

Mayor Smalley delivered a very fine address of welcome, which was responded to by Pres. Mumma. First paper was by Supt. S. A. Kagy, of Mt. Blanchard, on "The Responsibility of the Primary Teacher." It was a plain, practical paper, in which the author showed clearly that we need the very best teachers in the primary department. The paper was discussed by several speakers, after which Supt. J. W. Zeller read an excellent paper on "The Development of Reason in Our Schools." He endeavored to show how we can develop the reasoning faculties in arithmetic, in grammar, in language, in geometry, etc. We should teach more of the geology of things and not so much of the geography. Supt. Knott, of Tiffin, followed in discussion, in which he fully agreed with Mr. Zeller. Supt. W. A. Baker, of Upper Sandusky, fol-

lowed with a paper on "Habit, a Factor in Education." It was brim full of good ideas in which he proved that we must have habits of thought, attention, etc., as well as punctuality, cleanliness, etc., etc. The paper was discussed by G. A. Crane, of the Kenton high school, Kagy, Zeller and others. Miss Jennie closed the exercises with a short paper on "The Teacher at Work." It was highly spoken of by all who heard it. The attendance was quite good from all the counties. The next session will be held in Tiffin, the last Saturday in October. Miss S. R. Platt, of Tiffin, is President, and E. P. Dean, of Kenton, Secretary.

J. A. P.

PERSONAL.

—Miss Lizzie E. Scott succeeds Mr. Henry in the high school at New Lisbon.

—P. W. Search, superintendent of schools at West Liberty, O., is not a candidate for re-election.

—W. R. Comings, superintendent of the Norwalk schools, edits the educational column of the *Norwalk Chronicle*.

—C. J. Albert, principal of the Germantown high school, is now a member of the Board of Examiners for Montgomery county.

—C. M. Lewis has resigned the principalship of the Norwalk high school. J. R. Kennan has been appointed to fill the vacancy.

—D. P. Pratt has resigned the superintendency of the schools of New London, O., to take charge of the schools at Collamer, O.

—Dr. J. B. Peaslee, of Cincinnati, has been chosen to deliver the Annual Address to the graduates and patrons of the Gallipolis schools, June 7th.

—Supt. J. M. Yarnell and Prof. I. A. Tannehill expect to conduct a summer normal school at Cambridge, O., commencing July 16, and continuing six weeks.

—G. W. Henry, teacher for nearly five years in the New Lisbon high school, has resigned to accept the superintendency of schools at Leetonia, in place of I. N. Sadler, resigned.

—F. M. Hamilton has been unanimously re-elected superintendent of schools at Bucyrus, O., for a term of three years. Salary, \$1,700. He is now serving his tenth year in the same position.

—John M. Bloss, late Superintendent of Instruction for Indiana, Prof. Wiley, of Purdue, and Prof. Gobin, of Asbury, have been named to succeed Dr White in the presidency of Purdue University.

—H. M. James, superintendent of schools at Omaha, read a paper at the recent meeting of the Nebraska State Teachers' Association, on "The True Order and Value of Studies in Primary Schools."

—Our good friend, John Ogden, expects to talk school to the teacher clans in New York and neighboring provinces this summer. He can tell them how to do it, and his Ohio brethren will wish him success with wide limits.

—Hiram Sapp, late superintendent of schools at Wadsworth, O., is now principal of the schools of Stromsburg, Nebraska. Mr. Sapp is well known in North-eastern Ohio as a good teacher and an efficient manager of schools.

—H. N. Mertz has been re-elected superintendent of the Steubenville schools for the term of two years, at an annual salary of \$1,750. The Steubenville plan of electing the superintendent at the time of the organization of the Board is worthy of imitation.

—T. W. Cowgill, of North Georgetown, Columbiana Co., O., formerly a prominent Ohio teacher, will graduate this year from Harvard University, after a thorough course in language and literature. It is gratifying to his friends to learn that he intends to resume the business of teaching.

✓ —Prof. L. S. Thompson, of Purdue University, is organizing a Summer School for Art Study in Europe, in connection with a party which is to make the tour of the great galleries of Europe this season. The party will sail from New York about the middle of June, and return about the first of September.

—James MacAlister, for several years superintendent of schools at Milwaukee, has recently been elected superintendent of schools at Philadelphia, at a salary of \$5,000. He was born and educated in Glasgow, Scotland. The "City of Brotherly Love" seems to have come to herself. Her schools have long been noted for their want of efficient supervision.

BOOKS AND MAGAZINES.

AMERICAN STATESMEN. *A Series of Biographies of Men conspicuous in the Political History of the United States.* Edited by John T. Morse Jr. Published by Houghton, Mifflin and Co., Boston, Mass.

Each biography occupies a volume. The volumes are 16mo gilt top, uniform in size, type, and style of binding. We have received the following:

✓ *John Quincy Adams.* By John T. Morse, Jr.

Alexander Hamilton. By Henry Cabot Lodge.

John C. Calhoun. By Dr. H. von Holst.

Andrew Jackson. By Prof. W. G. Sumner.

John Randolph. By Henry Adams.

✓ *James Monroe.* By President Daniel C. Gilman.

✓ *Thomas Jefferson.* By John T. Morse, Jr.

Other volumes are in preparation, and still others are to be announced hereafter.

Each volume is complete in itself, and yet a part of a connected series, which, taken together, forms a most fascinating and complete political history of our country. Writers have been selected who are thoroughly familiar with the facts of American history, and who combine the qualities of thoroughness, conciseness and readableness. We have examined four of the volumes and have not found one dull page. One thing that specially impresses us is the vast amount of information in small space, and yet in attractive style.

One of the most fascinating volumes of the series is Dr. von Holst's "John C. Calhoun." The career of the great Nullifier is portrayed with a skill unsurpassed. This bold portrait, drawn at one stroke of the pen, as it were, is found on the first page: "A man endowed with an intellect far above the average, impelled by a high-soaring ambition, untainted by any petty or ignoble passion, and guided by a character of sterling firmness and more than common purity, yet, with fatal illusion, devoting all his mental powers, all his moral

energy and the whole force of his iron will to the service of a doomed and unholy cause, and at last sinking into the grave in the very moment when, under the weight of the top-stone, the towering pillars of the temple of his impure idol are rent to their very base."

This entire series of books, when completed, will constitute a very valuable addition to American literature.

Methods of Teaching: The Nature, Object, and Laws of Education, Methods of Instruction, and Methods of Culture. By Albert N. Raub, Ph. D., Principal of the Central State Normal School, Lock Haven, Pa. Published by E. L. Raub & Co., Lock Haven, Pa. 1883.

The first forty pages are devoted to the nature and object of education, its fundamental laws, and more important principles. Practical methods of teaching the subjects usually studied in common schools make up the body of the book. There is very little theorizing. The methods presented are such as have stood the test of use in the school room, and such as young teachers may safely adopt. The book is a good one, deserving a place in every teacher's library.

The North American Review for May has nine papers by as many different authors, several of which are of unusual interest and value, such as, "Emerson and Carlisle," by E. P. Whipple; "A Secular View of Moral Training," by Prof. Felix Adler; "Communism in the United States," by Prof. Alex. Winchell; and "The Disintegration of Romanism," by Rev. Wm. Kirkus;—the last in reply to Bishop McQuaid, in the February number.

The Popular Science Monthly for May has a long and varied table of contents. "The Remedies of Nature," by Dr. Oswald, is the first of a series on the hygienic treatment of prevalent diseases. "Science and Conscience," by Prof. Perry, indicates a plan by which Religion and Science may dwell together in harmony. "Physics in General Education" is Prof. T. C. Mendenhall's address delivered at the Montreal Meeting of the American Association for the Advancement of Science. Besides the long array of contributed and selected articles, the "Editors Table," and the "Popular Miscellany" are unusually well filled.

The Atlantic Monthly for May has a continuation of "Daisy Miller—A Comedy," by Henry James, Jr.; a historical article, "Colonialism in the United States," by Henry C. Lodge; "The Pauper Question," by D. O. Kellogg; "The Floods of the Mississippi Valley," by N. S. Shaler, and a variety of stories, poems, book reviews, etc., making altogether a delightful number.

The Century for May affords something for almost every variety of taste. There are three illustrated papers of history and adventure, biographical sketches, "topics of the times," stories, and a new department of "Open Letters." This last contains several articles of interest, among them one by Oliver Johnson in reply to Leonard W. Bacon's attack on the Garrison Abolitionists in the March number.

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—THE—

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ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

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Number 6.

SOME "HEALTHY" THOUGHTS.

Some of the most unwarranted and mischievous statements regarding the work of the public schools come from the members of the medical profession. Physicians have daily entrance into the homes of the people and if they choose to make warfare upon the public school, or any of its work, their voice is more potent for evil than are the anathemas of the priesthood or the specious arguments of blatant demagogues.

Health is justly regarded as a great blessing. To preserve it, is to place one in the normal condition for being useful, successful, and happy in the world. If the people believe that the work of the public school undermines the health of the children they will look with disfavor upon it. This feeling will be intensified in proportion to the greatness of the evil that is supposed to reach the home from the school. Here is where medical quackery can exhibit itself.

A medical big-wig is called in to "diagnose" the case of a child, that has some ailment common to childhood, and at once assumes a look of owlish wisdom that would awake the envy of Jack Bunsby. The anxious mother is told that hard study is sapping the vital force of the

child, that the brain works too rapidly and powerfully, that nervous prostration has begun, that the icy hand of death is about to be placed on the form of the little one; and then follows the advice to remove the child from the school and give it over to medical treatment. The physician gains a patient and has a fat fee in prospect, while the mother watches his receding form from the door-way and marvels at the skill that can so quickly and unerringly place the work of the school and the illness of the child in the relation of cause and effect.

The physician has studied the mother's vanity quite as much as the child's malady. He knows how quick most parents are to trace the child's sickness to the brain rather than the stomach, to over-work at school rather than the violation of plain hygienic laws at home. If there is anything that will bring the flush of pride to a mother's face it is the being told that *her* child is a martyr to the pent-up intellectual forces that pulsate beneath its cranium. The teacher may know the child as stupid and inattentive and the daily register may show its attendance to be irregular, but what is such trifling evidence to weigh when placed over against the *ipse dixit* of the quack? When an inexperienced doctor fails to read aright the case before him, how easy and safe it is for him to saddle the trouble upon the public school, if perchance the patient be a pupil.

Of course there are any number of reputable physicians to whom the foregoing remarks do not apply. Every doctor is at liberty to apply them to any practitioner outside of his own office.

Much of by-gone medical science is now known to be arrant humbuggery. The practice of medicine in our day, however, has reached a state of perfection that defies criticism. The doctor in his office needs but the sight of a parent—and a fee—to enable him to say just what part of the school course is breaking down the health of the never-seen child at home. An analysis of the saliva or the examination of an ingrowing toe-nail reveals the ravages that the study of arithmetic, grammar, or anything else has made on the child's health. But the depths of profundity are scoured bare when a physician writes out a certificate which a parent expects to use in getting a child excused from the drawing lesson or singing exercise. The inveterate idler and enraptured reader of trashy story papers comes to the principal's office armed with a doctor's certificate in which such words as "taxed vision," "dimness of sight," "granulose inflammation," "weakened condition of the retina," "myopia," "neuralgia of the median nerve," etc., etc., occur with startling frequency. The girl

whose evenings are spent in "society" under the blinding glare of gas jets, until a late hour, has no great difficulty in getting some ignoramus, with M. D. attached to his name, to write her a certificate stating the dangerous condition of any part of the organ of vision, said state being the immediate result of *an hour a week* spent in drawing. In a certain high school more than sixteen per cent. of the young ladies enrolled are excused from the drawing lessons upon physicians' certificates. It is admitted that *some* of these certificates are based upon good and sufficient reasons.

If the school regulations would excuse pupils from algebra, geometry, history or any other high-school study, upon their presenting a doctor's certificate that some part of their anatomy was unfavorably affected thereby, such testimony could be secured easily. If you would discover how weak and diseased the vocal organs and the auditory apparatus of school children are, just agree to excuse from the music lesson every child who can bring expert testimony to prove deafness or laryngeal trouble. A hatful of such evidence can be collected in a short time.

Many reputable physicians are ashamed of the weakness which places their names to evident frauds, such as most of these certificates are. They make out the required papers to retain the good will of their patrons, excusing themselves for so doing by the reflection that after all the child may not be much the loser. The same motive which causes a good teacher to give an incompetent one a glowing testimonial to be used on the "innocents abroad," acts upon them also. Few have the moral courage to examine thoroughly the alleged trouble and then firmly refuse to certify to what does not exist. It would be unreasonable to expect such a straightforward course from the city doctor that plies whip to his horse in his frantic efforts to reach some imaginary patient in the country.

It is not likely that many M. D.'s will read and enjoy what I have written. Perhaps my strictures have been too sweeping; and such, I know, have numerous exceptions. Charlatanry will be active as long as there are people to be humbugged. It is encouraging to know that there are physicians who will not join the quacks in their assertion that the public school of to-day is a hot-bed in which diseases flourish, that school study leads to marked nervous prostration, and that the occasional examination of a pupil is an insidious method of undermining his health and plunging his mental powers into "promiscuous and irretrievable ruin."

A.

SCHOOLS AND SCHOOLMASTERS OF GERMANY.**V.**

BY SEBASTIAN THOMAS, LODI, O.

Since Francke's time the schools of Germany have sustained such a reputation of superiority, that they have compelled universal admiration, and have ever since served as models by which the schools of other nations have been organized. But whatever merit of excellence may be claimed for them, their reputation, nevertheless, depends not so much upon the system by which the schools are managed, as upon the character and ability of the schoolmaster. The German schoolmaster is the life and soul of the German school system. Without him, the system becomes a useless code of legislation, prefaced by German pedagogical theories. In fact, any school system is a resultant of teaching power.

A school system to be practical and permanent, able to stand the wear and friction of progress, must be a growth, rooted deep and strong in the national life of a people, and nursed and fostered by teachers who have been trained for their work. No other country can successfully adopt the German school system. It would result in a hopeless failure, should the United States attempt it. Our Goddess of Liberty has her measure taken for anything she wears; she has never yet invested in ready-made goods. She is used to loose and flowing garments, and the German school system would fit her like a strait-jacket, in which she could neither move nor breathe freely.

It is useless to clamor for school reform, so long as nothing is done to improve our teachers, transposing them from the side of mere school-keepers to that of expert, life-long professional schoolmasters. "Das Schullehr-Seminar," the teachers training school, is that which gives to the German schools their reputation. And a liberal importation of this institution into the State of Ohio would be a great blessing. These training schools once in operation, would in a short time supply the State with a professional class of men and women, whose work would change the entire face of our school system.

In Germany, no one is authorized to teach a public school, who has not satisfactorily finished the prescribed course of instruction in the teachers' seminary, and the result is that the schoolmasters and schoolmistresses of Germany are all trained workers, everywhere recognized and honored as belonging to a noble profession.

The applicant, to be admitted to the teachers' seminary, must be between 16 and 24 years of age; he must have a certificate from a

physician, certifying that he is in good health, and free from any bodily defects that might be a hindrance in his future calling. He must have a certificate from the teacher, under whom he prepared for the seminary, testifying to his moral character, good habits, industry, and ability. His parent or guardian must present satisfactory evidence of his financial ability to defray the expenses that accrue during the seminary course. He must also pass an examination in arithmetic, geography, history of Germany, elements of natural philosophy, drawing, penmanship, reading, grammar and composition, religion and music.

The course of instruction at the seminary covers three years. The acquirement and proper comprehension of the needed knowledge is aimed at, and an effort to develop the ability to apply principles and an expertness to teach and manage classes is made prominent.

The branches taught at the seminary are, 1. Religious doctrine and Bible history. 2. Pedagogics. 3. German language,—grammar, composition and rhetoric, reading and literature. 4. Mathematics,—arithmetic, algebra and geometry. 5. History,—German and general. 6. Geography. 7. Natural philosophy, the aim in this branch being to acquaint the student with the three kingdoms of nature, and to enable him to make free use of his knowledge of nature by object lessons in his school. 8. Penmanship. 9. Drawing. 10. "Turnen" (gymnastics). 11. Music,—theory of music, vocal, piano, organ, and violin. 12. Instruction in the language of the deaf and dumb. 13. Fruit-tree culture.

After the completion of the course at the seminary, the young candidate must serve two years as assistant teacher in a public school, under the supervision of an experienced teacher recommended by the higher school authorities. During these two years, the candidate's fitness for the teacher's profession will be determined. At the end of the two years, he must pass the final examination, and he is then raised to the office of schoolmaster, and receives a "definitive appointment" from the "Kreis Schul-Commission."

He is now a young schoolmaster, with a position for life, and a salary that will never be reduced, but rather increased from year to year in proportion as he raises himself into the higher grades of the profession. The village in which he teaches furnishes him a home free of rent. He is now a fit hero for one of Auerbach's novels. Nothing has a greater influence upon a young man like our young schoolmaster, to fill his heart with warm and generous emotions, than the thought that he has found his life-work, and that he has a spot of earth which he can call "home," wherein he can quietly rest from the

labors of the day, and renew himself in body and spirit for better work for the morrow. By the next spring, when the stork has come back again, and the nightingale sings her evening song near her new nest in the hedgerow, Auerbach finds our young schoolmaster guilty of strolling in the moonlight with the Burgomaster's or some other magnate's daughter, and in the next chapter you can hear the church bells ring, and see the entire village flock to the church to witness the marriage ceremony.

This brief romance cannot well be omitted in following the life of a German schoolmaster, as it comes, with a stereotyped accuracy and irresistible certainty, at a particular period of his existence.

The salary of the schoolmaster depends upon the position which he occupies, ranging generally from 1,000 to 3,600 marks. There are inducements all through his professional life, by effort and study, to advance into higher positions and at last end with head-master. But an examination is necessary for every promotion. As it is among men the world over, you will find two classes among the German schoolmasters; one the moving, active, progressive class, and another the immovables, the stagnants, who are like gate-posts, never moving from their place. The latter class I found universally addicted to long pipes and large beer mugs. One must keep to the progressive class to bring back inspiring reminiscences. They are the ornaments of the profession. Their names are found on the programs of "Lehrervereine," the teachers' associations and teachers' meetings of different provinces and districts.

After a continuous and faithful service of ten years, a small yearly pension is added to his salary. Should he become disabled, through sickness or old age, the pension is reasonably enlarged to afford him a quiet and comfortable, though not ostentatious living. If the schoolmaster dies leaving a family, his widow is pensioned and all his children under the age of twelve years. The German government is wise in thus recognizing the schoolmaster as one of her servants, and in point of importance and usefulness giving him at least an equal place with the soldier. Like the soldier, when duty demands it, he lays down his life in his calling with loyalty to his fatherland. By this wise provision of the government, the schoolmaster can well remain faithful to his vocation to the end. In his old age the almshouse does not stare him in the face as it would many of us, did we not turn aside in after years and engage in other work which does not leave us dependent upon the capricious and uncertain decisions of a Board of Education.

The German schoolmaster is less nervous and acts more deliberately than the American teacher. He is master of his situation in more senses than one. He acknowledges no other authority than that of his government, to whom only he is responsible for his conduct. He teaches thirty hours in the six days of the week, for ten months of the year. In the summer he makes pleasant excursions in the beautiful German forests with his pupils, to whom he is a life-long guide and father. The following incident beautifully illustrates the love and faith the German children bear to a kind teacher. One day while walking in Darmstadt with a venerable old man, the head-master of the girls' school of the city, we met a young girl with a basket on her arm on her way to market. As soon as she saw us, she crossed the street to meet us, her fresh round face covered with a pleasant smile. The old man put out his hand, she eagerly grasped it, and with tears starting to her eyes she exclaimed: "My dear teacher, I am so glad to meet you. I came this way yesterday, but did not see you. I have a new place, and the people are very kind to me." "I am very glad for this," replied the old schoolmaster, "do your work well, my child, be a good girl, be pious, and the dear God will not forget you." With these words he dismissed her. He then said to me, "she was one of my pupils. She graduated last Easter-day. Her parents are dead, and so she looks to her teacher for guidance and advice. She went recently to a new place to work, and she was very anxious that I should know about it."

His vacation in the summer the schoolmaster spends in a trip to the Alps or other places of romantic scenery. His physical build shows that his disposition turns to the sunny side of life, and that he gets at least par value of enjoyment out of life. The cares and perplexities of his profession do not bear down upon him in spasmodic visitations, but are diffused and borne calmly through a long and happy life.

PRIMARY ARITHMETIC—CINCINNATI METHOD.

[From Dr. Peaslee's last Report to the Cincinnati Board of Education.]

The results obtained by the present method of teaching addition and subtraction in the primary grades of our schools are so superior to those obtained under the old methods that I have concluded to give a brief sketch of the plan. Let me say there is nothing new in the way in which addition and subtraction are performed, but the method of

teaching the subjects is entirely original. Since its introduction into the Cincinnati schools, in the fall of 1874, it has been adopted in full or in part in many other places. In justice to both methods, it should be stated here that, in some places where it is used, it is erroneously called the "Grube Method." The "Cincinnati Method" originated in the necessity of finding some plan by which pupils might add or subtract two numbers, the sum or difference of which they did not know, without resorting to counting by ones, either mentally or on the fingers. Experience has shown that pupils taught by this method never resort to either of the old methods, and that they learn to add and subtract with accuracy and facility in much less time than formerly.

FIRST YEAR.

For the first school year the course consists of addition and subtraction of numbers as high as 10, and of analyzing each number from 1 to 10 into any two integral parts.

The analysis or resolution of numbers into parts, is where this method begins to differ from the "Grube Method," or from any other with which I am acquainted. No tables are used in imparting the instruction, and very little written work is required of the pupils—only enough to enable them to write the numbers neatly and to recognize them rapidly at sight.

The addition, subtraction, and separation of numbers into parts should be taken together, thus: one and one are two; two are one and one; two less one are one. Each number should be so thoroughly taught before the next is taken up that the pupils will answer almost automatically. Of course, with each new lesson a short review of the preceding numbers should be given. To obtain the best results, the pupils should be required to answer in complete sentences, and fully one-half of the time should be given to simultaneous work. For example, to the question, what are one and one? the pupil should not be permitted to say two, but *one and one are two*; and then the entire class should repeat the answer, *one and one are two*. Teachers should bear in mind that repetition, *repetition*, REPETITION is needed to secure rapid and accurate work in numbers on the part of children.

In this, as in all other good methods, the exercises on each number should be taught at first with objects.*

*Some of the teachers use numeral frames and lamp-lighters, or small match-sticks, distributed among the pupils. During the past year the Board has furnished most of the primary rooms with balls—ten for each pupil, five red and five black—strung on a wire stretched across each desk in front of the pupil. I consider the balls and wire superior to all other appliances. Of course, each teacher should have a numeral frame, or, what is better, have her desk furnished with the wire and balls.

(1) EXERCISES WITH OBJECTS.—To make each step taken in teaching a number plain, let us suppose the lesson to be on the number *five*, and the pupils to be provided with the wire and balls. (See foot note).

ADDITION.—All the balls being on the right side of the desk (it is immaterial which side, provided they are all on the same side), the pupils move *four* of them six inches to the *left*, and just before they take their fingers from the balls they say "*four balls*," and as they move the *fourth* ball they say, "*and one ball*," and just as it touches the *four*, "*are five balls*" (four balls and one ball are five balls). They should then give the reverse (one ball and four balls are five balls). They then move three balls and two balls (three balls and two balls are five balls), and then the reverse (two balls and three balls are five balls). These four operations complete the process of "making five."

RESOLUTION INTO PARTS.—The pupils then, placing the fingers on the *five balls*, which are now together but separated from the others, say, "*five balls are*," and immediately moving *four* of them three or four inches to the *right*, and before taking the fingers from them, say, "*four balls*," and then removing the fingers and touching the *one*, they say, "*and one ball*" (five balls are four balls and one ball). They then give the reverse (five balls are one ball and four balls). They next separate five balls into three balls and two balls (five balls are three balls and two balls), and the reverse (five balls are two balls and three balls).

SUBTRACTION.—The pupils now bring the *two* balls and *three* balls together again. They then say "*five balls*," and as they begin to move *four* of them to the *right*, say "*less four balls*," and, just as these balls touch the others at the right, say "*are one ball*" (five balls less four balls are one ball). They then give the reverse, (five balls less one ball are four balls). Then bringing the balls together again, they move *three* balls to the right (five balls less three balls are two balls), and the reverse, (five balls less two balls are three balls.)

The pupils should practice the foregoing operations until they can perform them with accuracy and rapidity. At first they should name the objects; then dropping the names of the objects, they should give the numbers only, as they move the balls; thus, four and one are five, five are four and one, etc.

The children must be required in all cases to conform the *word* to the *action*; *i. e.*, to tell just *what* they do just at the *time* they do it. This is absolutely necessary in order to keep the attention of the children, and to secure accuracy of thought and expression.

(2) EXERCISES WITHOUT OBJECTS: Practice in solving examples rapidly without the use of objects.

In teaching these examples the form of the question should be varied as much as possible.

The following are a few suggestive questions on the number *five*:

ADDITION.—Four and one *are* what? How many?

Four and one *make* what? How many?

Four and one *equal* what? How many?

Four *plus* one are what? How many? Teach the sign *plus*.

Four and what are five? Four and how many are five?

What and four are five? How many and four are five?

Begin with one instead of four, and proceed in the same manner—one and four are what? etc.

RESOLUTION INTO PARTS.—Five and four are what? etc. One part of five is four, what is the other part? The teacher names one part of the number, the pupils give the other part.

SUBTRACTION.—In subtraction use the expressions *less*, *minus*, *from*, *subtract*, *more than*, *less than*; thus, five *less* four are what? five *minus* four are what? four *from* five are what? four *subtracted* from five leaves what? five are how many *more than* four? four are how many *less than* five?

Of course, the examples should be given out promiscuously by the teacher. In answer to the questions, what make five? five are what? five less? each child is taught to answer in regular order and according to a specified form, that all may practice in concert. For example, to the question, what make five? the pupil begins with the largest integral part of five, which is four, and says, *four* and one are five, and the reverse, *one* and four are five; then, *three* and two are five, and the reverse, *two* and three are five.

Question.—Five are what?

Question.—Five less?

Answer.—Five are four and one;

Answer.—Five less four are one;

Five are one and four;

Five less one are four;

Five are three and two;

Five less three are two;

Five are two and three;

Five less two are three.

SECOND YEAR.

The course for the second school year consists of addition and subtraction of numbers as high as 100.

FIRST STEP.—This step consists of adding units to the even tens

(10, 20, 30, 40, etc.), and then of subtracting the units to leave the even tens.

Thus,

10 and 1 are 11, 11 less 1 are 10;

10 and 6 are 16, 16 less 6 are 10;

40 and 7 are 47, 47 less 7 are 40;

and so on to 100.

SECOND STEP.—This consists of adding to or subtracting from the right hand, or unit figures.

Thus,

11 and 1 are what? 1 and 1 are 2, 11 and 1 are 12;

12 less 1 are what? 2 less 1 are 1, 12 less 1 are 11;

12 and 7 are what? 2 and 7 are 9, 12 and 7 are 19;

19 less 7 are what? 9 less 7 are 2, 19 less 7 are 12;

43 and 5 are what? 3 and 5 are 8, 43 and 5 are 48;

48 less 5 are what? 8 less 5 are 3, 48 less 5 are 43;

and so on to 100.

It is evident that adding the 1, 7, and 5, respectively, to the right-hand figures of 11, 12, and 43 is simply a review of the first year's work, and that all the pupils have to learn in this step, is the *names of the answers*; hence to secure rapid work the teacher should drill her pupils in naming the numbers below 100 when the right-and-left-hand figures are given. In numbers greater than ten and less than twenty the pupils are first shown that the *left*-hand figure is 1, and if the *right*-hand figure is one, the number is 11; if the right-hand figure is 2, the number is 12; if 3, 13; if 4, 14; if 5, 15; etc.

THIRD STEP.—This consists of adding to the right-hand figures to make even tens, and of subtracting from the even tens.

Thus,

19 and what are 20? 9 and 1 are 10, 19 and 1 are 20;

20 less 1? 10 less 1 are 9, 20 less 1 are 19;

12 and what are 20? 2 and 8 are 10, 12 and 8 are 20;

20 less 8 are what? 10 less 8 are 2, 20 less 8 are 12;

23 and what are 30? 3 and 7 are 10, 23 and 7 are 30;

30 less 7? 10 less 7 are 3, 30 less 7 are 23;

and so on to 100.

After the pupils are able to solve examples rapidly in this manner, they are required to *name the answers without giving the intermediate steps*. I suggest as a good drill exercise that the teachers, at this point, require the children to "make" 20, for example, and to follow the request by naming all the numbers from 11 to 19, inclusive, re-

quiring the children to give immediately after each number is named the supplementary number or answer. Thus, in making 20, the teacher names the number 11, the children answer 9; teacher 17, children 3; teacher 12, children 8; etc. Again, the teacher requests the children to subtract from 20, and names all the numbers from 1 to 9, inclusive, and the children immediately give the answers. Thus, the teacher says 4, the children answer 16; teacher 9, children 11, teacher 3, children 17; etc. These exercises should be carried to 100.

When the pupils have had sufficient practice to enable them to answer almost instantaneously, they are given "string examples." These examples should contain no numbers which require in the solution the "breaking over the tens." Example: $2+3+5+6+4+8+2+7+1+2+9$ are 49. Proof: $49-2-3-5-6-4-8-2-7-1-2-9=0$.

The third step, especially that part which pertains to subtraction, is so very important that perhaps a brief explanation of the law upon which it is based would not be out of place here. Why, in subtracting, say 7 from 30, is the right-hand figure of the result obtained by taking 7 from 10? Answer: 30 is composed of 20 and 10; if we take away the 10, it will leave 20; if we take away 7, which is only a part of 10, it will leave the other part, which is 3; and 20 and 3 are 23.

THE FOURTH AND LAST STEP.—This consists of breaking over the tens in both addition and subtraction.

Thus,

9 and 2 are what? Operation, 9 and 1 are 10, 10 and 1 are 11.

Ans., 9 and 2 are 11.

11 less 2 are what? 11 less 1 are 10, 10 less 1 are 9. Ans., 11 less 2 are 9.

7 and 8 are what? 7 and 3 are 10, 10 and 5 are 15. Ans., 7 and 8 are 15.

15 less 8 are what? 15 less 5 are 10, 10 less 3 are 7. Ans., 15 less 8 are 7.

46 and 7 are what? 46 and 4 are 50, 50 and 3 are 53. Ans., 46 and 7 are 53.

And so on to 100.

It will be seen that in giving the final results the numbers to be added or subtracted are *repeated with the answers*. This is done in order that the pupils may learn more readily to add and subtract without separating the second number into parts. But at first, and until the pupils are so familiar with this step that whenever they do not know

the answer, they will immediately resolve the second number, as shown above, they should be required to work every example in this manner. If a pupil taught by the old method does not know, for example, that 7 and 8 are 15, he is compelled of necessity to count from 7 to 15 by unity, either mentally or on the fingers, while, by this method, which he resorts to *only when the answer is unknown*, he simply resolves the 8 into 3 and 5 and adds the parts separately: *i. e.*, he takes enough units from the 8 to add to the 7 and make 10, and then adds the remainder 5 to 10, making 15. It is evident that the child stands fewer chances of making a mistake by the latter method; besides, the work is done more rapidly.*

Educators will please bear in mind that “breaking over the tens” is but *one step* in the Cincinnati Method, and not the *entire method*, as has been stated in a few educational publications. Besides, I wish it to be understood that this step is a *means* only, and not an end. That the *end* I desire to be accomplished is the addition and subtraction of numbers with accuracy and facility *without resolving them*. And I am convinced that children can be taught to add and subtract numbers as wholes with great accuracy and facility in much less time by having first been drilled in this analysis. In addition, some of our teachers, however, prefer to have their pupils adopt the plan of *always* resolving the numbers into parts, in the manner indicated. I make no particular objection, because it is an excellent and logical way of adding—one which is used by some of our best bookkeepers, and one which I recommend all persons to adopt who are naturally poor in addition.

In concluding this report on primary arithmetic, I desire to say that I have endeavored to present the main features of the method so clearly that teachers who are not familiar with it may be able to use it successfully, without further assistance than is here given.

Self-activity is a fundamental law of human growth.

* Before the present method (by the present method is meant all the steps in both grades) was introduced I found class after class of pupils in the E grade (fourth year) who, when forbidden to count on the fingers, required from a minute to a minute and a half to add such numbers as 25 and 8; and, when questioned closely, the children acknowledged that they counted by unity. I also discovered many pupils, even in the intermediate (grammar) schools who invariably, unless checked by the teachers, counted on the fingers or by pencil-marks in solving examples in written arithmetic. In justice, I will say that this state of things was not wholly due to the method of giving instruction in addition and subtraction, which was by tables written upon the black-boards, it was partly owing to the fact that, even in the primary grades, the time was largely devoted to slate-work at the expense of oral drill, and to solving complicated examples, which, in general, the pupils did mechanically after the memorized forms.

THE ART OF QUESTIONING.

One of the teacher's most important functions is to ask questions ; to ask them in such a way as to discover what the child knows, to reveal to the child what he does not know, to exhibit the subject to the child from different points of view, and to stimulate inquiry. A really good teacher is a good questioner. Only one of the many phases of the general subject—questioning—is here insisted upon.

The mind, like the body, tends to routine ; the mind of both teacher and pupil. Children learn set forms of words. Instead of describing the river St. Lawrence from a picture of the river in the mind, or a mental map, they will, unless checked, attempt to remember a verbal form. Often they will learn the answers to questions by numbers, and so utter a certain answer, not when the appropriate question is reached. Such habits as these good questioning will entirely prevent in the first place, and will soon break up in the second place. Perhaps the first law of questioning is to state the question in clear language that is level to the child's mind ; but if so, to vary the questions from time to time is the second law. Now it will be, "Where is New York ?" Again, "What large city at the mouth of the Hudson ?" Then, "What large city near the head of Long Island Sound ?" etc. Routine questions are even more inexcusable than routine answers ; the one is a teacher's fault, the other a child's. But beyond preventing routine answers, the same question put in different forms reveals different sides of the subject. In this way the subject is encompassed. Things that seem different are often the same, often different that seem the same. Ten bushels, 15 pecks, and thirty-five quarts was once written upon the black-board as the product arising from multiplying two bushels, three pecks, and seven quarts by five. The children said the answer was wrong ; some too small ; some too large ; and a three minutes discussion was required to convince them that it was really the answer with which they were familiar, only in another form. No man ever knows a pillar or a building simply from coming to it by one path, or from viewing it from one angle. Again, varying the form of the question makes the pupil think, and creates mental alertness and quickness.

At certain stages of development the forms of questions and the phases of subjects must be, for a time, the same. Education begins with making habits, and habits come from repetition. It is folly to lead the child around the building until he has become familiar with one of its faces. Changing the point of view leads to distraction, and

distraction prevents the very many-sidedness that is sought. This subsidiary principle must not be lost sight of in primary instruction, or in the first stage of presenting to the pupil a new subject.

The foregoing remark seems to be the only limitation to put upon the law of variety. There are few arts that the successful teacher studies more carefully than "THE ART OF QUESTIONING."—*Superintendent Hinsdale.*

COURSE OF STUDY FOR COUNTRY SCHOOLS.

The Knox County Teachers' Association has prepared a course of study for the country schools of that county, with the hope that it will be adopted by the several boards of education. It provides for the classification of the pupils into three general departments, called Primary, Intermediate and Higher, the readers being made the basis of classification. The chart and first and second reader classes constitute the Primary department; the third and fourth reader classes, the Intermediate department; and the fifth and sixth reader classes, the Higher department. The course of study consists of a general outline of work for each of these departments, no time being allotted for the completion of any part of the course. The scheme seems to us judicious, and we print it for the benefit of teachers who are working in this direction. It might have been made more helpful to young teachers by indicating the time ordinarily necessary for the completion of the work of each department.

PRIMARY DEPARTMENT.

READING.

1. Upon completion of the first grade, the pupil shall have the ability to read distinctly and intelligently any lesson in the second reader in use in the school.
2. To give in his own words the substance of any lesson when questioned by the teacher.
3. To name, make, and understand the use of the comma, period, interrogation and exclamation marks.
4. To understand the use of the macron and breve.
5. Special attention to be given to inflection and emphasis.

SPELLING AND WRITING.

1. Ability to copy readily, correctly, and legibly any paragraph of the second reader.

2. Ability to pronounce and spell correctly any words found in the reader, or in lists given by the teacher.

3. All spelling lessons to consist of words taken from the reader, with occasional lists of words relating to the school-room, home, village or vicinity.

4. The writing to show correct use of capitals at beginning of sentences; and in names of persons, cities, etc., etc.

GEOGRAPHY AND OBJECT LESSONS.

1. A good comprehension of the elementary ideas of distance, form, position, and direction.

2. A knowledge of the most manifest properties, peculiarities, and uses of the common animals and plants.

3. An idea of the elementary properties of the globe.

ARITHMETIC.

1. Ability to add and subtract simple numbers, the sum of any combination not to exceed 1,000.

2. Ability to perform examples involving easy combinations, and simple applications, of the above rules.

3. Exercises in Roman notation to L.

4. Pupils should be drilled upon addition and subtraction, until they recognize at sight the sum of any two numbers whose sum shall not exceed twenty; or the difference of any two numbers, the less number not exceeding nine.

INTERMEDIATE.

READING.

1. Intelligent and expressive reading of any lesson in the third and the fourth reader used in the school; also, ready reading of any selection of easy prose not previously studied.

2. Ability to recite, with proper expression, from memory, a number of pieces which together contain at least as much matter as three pages in a third reader.

3. Correct pronunciation of the words found in the reader.

4. Ability to define all the words found in the reader.

5. Ability to use correctly in sentences the words of the reader.

6. A knowledge of the classification of the oral elements, with their diacritical marks.

7. Ability to distinguish the accented and unaccented syllables of words in the reader.

WRITING, SPELLING, AND LANGUAGE LESSONS.

1. Ability to write legibly and neatly, on paper, a paragraph given

to copy. The writing to show a knowledge of the elements of penmanship, according to some system.

2. Correct spelling of words used in the reader and in other text-books studied, also the first seventy-five lessons in the spelling-book in use in the school.

3. Writing correctly, from memory, brief lessons recited.

4. Writing the substance of reading and other lessons, with tolerable correctness as regards spelling, capitalization, and punctuation.

5. Writing brief descriptions of familiar objects.

6. A knowledge of the parts of speech, and of the hyphen and apostrophe.

ARITHMETIC.

1. Ability to write, add, subtract, multiply, and divide simple and compound numbers; and fractions, common and decimal.

2. Ability to perform the operations of reduction of compound numbers and fractions, common and decimal.

3. A knowledge of the tables of denominate numbers.

4. Ability to perform operations involving easy combinations of the processes named, and to apply them to the more frequent business transactions.

GEOGRAPHY.

1. A knowledge of the size, population, boundaries, surface, and products of the township, county, and State.

2. Location of the principal cities of the State, and towns in the county.

3. Ability to draw, from memory, a map of the township, county, and State.

HIGHER.

READING AND COMPOSITION.

1. Intelligent and expressive reading of any portion of the fifth and sixth readers; also ready reading of any selection of prose or poetry not previously studied.

2. Special drill in articulation, inflection, accent, and emphasis, with a knowledge of the simple rules which apply to these subjects.

3. A knowledge of the principal authors and their works, from whose writings selections have been made—such knowledge as can be imparted by an intelligent teacher to the pupil by a careful study of the selections and biographical sketches contained in the readers, and occasional supplementary selections.

4. A careful, critical study of a few selections to be the aim, rather than a hasty reading of a number of pages.

5. Ability to transpose poetical selections into simple, grammatical prose.
6. Ability to write the substance of simple, historical, descriptive, or biographical sketches read and explained by the teacher to the class.
7. A knowledge of the correct forms for the different parts of a letter, as the address, heading, salutation, subscription, etc.
8. Ability to write readily a well-expressed letter of business or friendship.
9. Completion of the spelling-book.
10. Ability to define all words found in the readers.
11. Ability to recite from memory a number of pieces, containing at least as much matter as is found on four pages of the fifth reader, one-half of which to be of a dramatic character.

ARITHMETIC.

1. A more thorough drill on multiples and divisors.
2. A thorough drill in the more complex applications of the rules for common and decimal fractions.
3. Percentage, commission, brokerage, stocks, interest, duties, tax, profit and loss.
4. Upon completion of sixth reader, a thorough knowledge of discount, bonds, involution, evolution, rules for measurement of surfaces and solids, and the ability to define all terms used and to draw and describe all figures of surfaces or solids that are found in any text-books that may be used.
5. A knowledge of elementary algebra.

HISTORY.

1. The study of history should begin early. Long before a text-book on the subject is given to the pupil, there should be an effort upon the part of the teacher to awaken such an interest in historical subjects as will induce reading and study.
2. It should be taught in connection with reading and geography. Historical allusions in the reading-lesson can be enlarged upon and explained. Geographical locations are permanently fixed in the mind by historical associations.
3. Upon completion of a text-book upon the subject, the pupil should be able to give intelligent, comprehensive answers to any questions upon topics or events connected with any period in the history of the United States.

SCIENCE OF GOVERNMENT.

1. A knowledge of the science of government as applied to the township, county, and State offices and officers.

2. A knowledge of the Constitution of the United States.

GEOGRAPHY.

1. A knowledge of the earth as a globe ; of its points, lines, and divisions ; of its zones, climates, and the phenomena of day and night, and of the seasons ; of the location of points on it by latitude and longitude ; and of its grand divisions of land and water.

2. Ability to give in outline the prominent physical and political characteristics of any continent or country.

3. A thorough knowledge of the geography of Ohio, including its productions, occupations, commerce, history, and political relations.

4. Good conceptions of characteristic scenes of the most interesting and important places in the world.

GRAMMAR.

1. Technical grammar completed.

2. Principles, definitions, and rules should be progressively taught, by requiring the pupil to analyze, and also to construct sentences, commencing with the simplest form.

3. No definition or rule should be committed to memory, until the pupil has a clear conception of the office of the word to be defined, or the nature of the usage to which the rule applies.

A WHIPPING CASE IN COURT.

The rights and liabilities of teachers in inflicting corporal punishment are well stated in the following decision by Judge Lorenz, of Toledo. Three teachers were brought into court charged with an unlawful assault and battery upon a pupil. After reciting the main features of the case, the judge proceeds :

The question presented for the decision of the court, is one of much interest and importance, inasmuch as it affects directly on the one side, those who are charged with exhaustive and oftentimes wearisome and perplexing labors, as well as the serious responsibilities of training and educating the youth of the State as teachers in our common schools ; and on the other side the rights of those who, for the time being, are the patrons of such schools, and contribute to the support and maintenance of the same.

The right and power of the teacher, under proper circumstances, to inflict a reasonable amount of corporal punishment upon the pupil, is too well settled by a line of decisions of courts entitled to the highest credit, to be now questioned, and there is no act of our Legislature in conflict with the well settled rule of law.

The principle upon which this doctrine is founded is, that the teach-

er, for the time being, stands in the relation to the pupil that the parent does to the child, with similar powers and authority over the pupil. The Supreme Court of Wisconsin, in the case of the State vs. Burton, has laid down the rule defining this relation, as clearly and concisely as I have seen it stated. In speaking of this relation of the teacher, it says:

“He stands for the time being *in loco parentis* to his pupils, and because of that relation, he must necessarily exercise authority over them in many things concerning which the board may have remained silent. In the school, as in the family, there exists on the part of the pupils the obligations of obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils, and fidelity to duty. These obligations are inherent in any proper school system, and constitute, so to speak, the common law of the school.” “The teacher is responsible for the discipline of his school, and for the progress, conduct and deportment of his pupils and the faithful performance of their duties. If he fails to do so, he is unfit for his position. To enable him to discharge these duties effectually, he must necessarily have the power to enforce prompt obedience to his lawful commands. For this reason the law gives him power in proper cases, to inflict corporal punishment upon refractory pupils.”

Conceding, then, this to be the rule of law governing the case, there is, however, another principle that comes in, which is: The punishment must be reasonable and not immoderate, and must not be made a pretext for cruelty and oppression, or be the offspring of ill-will or vindictive feeling or passion, and within reasonable limits the teacher should be the judge when correction is required and the degree necessary.

Taking, then, these general rules as a guide, how stands this case?

- The principal actor in the transaction that led to the difficulty, so far as these teachers were concerned, was Mrs. Humphrey; the part taken by the other teachers was rather by way of assisting Mrs. Humphrey in her attempt to enforce obedience to certain orders which she had given the boy Birchall, a pupil in her school, and which, I am satisfied, all the teachers at the time believed and considered reasonable and proper, and upon which I am in no way disposed, under the circumstances, to give an opposite consideration.

In regard to Mrs. Humphrey, the proof shows that she has been employed in our public schools as a teacher, for a number of years, and by the testimony of experienced educators and other reputable citizens who have means of knowing, she, as well as the other defendants, are spoken of as teachers of sound discretion, good judgment, patient and untiring in the discharge of their duties, and commendable success in the pursuit of their calling. I find further from the testimony in the case and even from the admissions of the boy himself, that Mrs. Humphrey's manner, language, and demeanor toward him, on all occasions, including her various attempts to enforce a proper discipline toward him, has been invariably characterized by kindness, patience, and absence of vindictive feeling or ill-will toward him. I am satisfied that much of the trouble in this case grew out of the boy's refusal to obey the reasonable commands and orders of the teacher,

and in proportion as this refusal was persisted in by the boy, was the increased determination of the teacher to overcome such refractory resistance, and compel submission; then, who shall say that in this contest between teacher and pupil, a contest brought on by the pupil, in which the teacher was in the right and the pupil in the wrong, that it was the duty of the teacher to give way to the pupil, give up the contest, and suffer the pupil to come off victorious, the *lawful* authority of the teacher trailed in the dust, her influence and power over her pupils weakened and debased, and her discipline in the school brought into open reproach. This was a contest in which the law says, and the welfare and success of our public schools demand, that the teacher should come out victorious, unless the punishment inflicted was carried to an excess that amounts to cruelty and unjust oppression on the part of the teacher.

In reviewing this contest from the present outlook, as presented through the testimony, I am asked to say that this contest on the part of the teacher was in this case carried to unreasonable and immoderate limits, was cruel, oppressive, and unjust, and therefore unlawful. If so, it should be so pronounced and the teachers punished; unless clearly shown to be so, the discipline of our public schools should be upheld and strengthened by the court, and refractory pupils thereby given to understand that the courts of the State are not a refuge to which the disobedient can flee for protection and encouragement. To make a mistake in that direction would have the effect of flooding our courts with cases growing out of ordinary discipline in our schools, and would demoralize and greatly impair the usefulness of those institutions which have long been the pride and boast of our Republic.

The question is not whether sitting here in the trial of this cause, aided by cool judgment in the light of the testimony of the case, I might come to the conclusion that these teachers may have committed an error in judgment, or may not have done just what to me, may now seem to have been dictated by prudence and cool deliberation; for while these teachers are like the rest of us, human, and subject to the frailties incident to excitement and hasty action, they are from the very necessities of the case, made the judges of the exigencies of the occasion, and it is only when their acts amount to excessive severity or cruelty, or are prompted by ill-will or wrong motives, that the law steps in to restrain and punish such acts and conduct.

Applying this test to this case, as shown by the testimony, I am unable to find the defendants guilty under this charge; while the whole affair is much to be regretted, the testimony of the physicians and others shows, that the boy was in no way injured in his general health, or physically disabled; that he made no complaint to his parents of the severity of his punishment until after they had their attention called to it by the neighbors; that soon after the chastisement, he was out playing with his companions, and that he said to one of them that he was not hurt very much. The defendants will therefore be discharged. In disposing of this case, however, I feel called upon to caution the defendant against the further use of such an implement of punishment as the ruler used in this instance. In my judgment, instruments of punishment of the size and dimensions of this should be at once and

forever discarded from the schools, and teachers should not allow themselves to undertake the risks and dangers liable to grow out of the use of such means in administering corporal punishment to the pupils; and if they are in general use in the schools throughout the city, it is a subject that challenges the prompt attention of the Board of Education, and it is a matter of no little surprise that such implements have been suffered by the Board to be placed in the hands of its teachers, apparently as forming a part of the legitimate equipment of the school room. The ruler should be at once superseded by the old-fashioned switch or birch of bygone days, with which so many of us have had experience, and from the use of which many vivid recollections still remain.

ANSWERS.

BY MISS DOCET, AKRON, O.

“Why can’t we have books with answers in them?” is a question often asked by pupils with an unconscious emphasis on the “we.” With pedagogic sagacity and promptitude the reasons are severely cited, not one of which convinces a single pupil, though it may silence all. Among the reasons frequently quoted are the following:

1. When you have an answer, you experiment first with one method, then another, instead of seeking to find the true method. In other words, you work for the answer.

2. Having answers cultivates inaccuracy, because a blunder is so easily detected that one may blunder with impunity.

3. Bookkeepers accountants, clerks, etc., do not have answers.

4. Pupils do not have answers in examinations.

We will now consider these reasons in order.

1. In difficult problems in algebra and arithmetic, where close reasoning is required, the answer is generally no help to obtaining a correct solution.

2. Not having answers cultivates inaccuracy quite as much as having them, and gives unambitious pupils an excuse for idleness. The work is hurried over in any fashion, and by foul means or fair the answer is brought out “even.” There is now a good margin of time left for idling. Or a conscientious but blundering pupil may come to recitation with wrong answers. In the course of the recitation he hears the correct answers. He now goes to work with the answers before him, and perhaps is detained after school to do what might have been done in school hours, had he but known the need for further effort. The probabilities are that most of the class have compared answers

before coming to recitation. They might as well have answers in their books as do this. I have found that answers are copied neatly into little blank-books and "bequeathed as a rich legacy" to dear friends in succeeding classes. Some teachers put pupils on their honor in regard to getting answers. A healthy boy does not so interpret the code of honor. He would think it much meaner to inform on a plymate which we would urge as a duty. Try to make a pupil see right, honor, duty, according to our narrow view, suiting our own convenience, and we confuse his notions of right and wrong, and blunt or deaden the moral nature. This is the great sin of teachers,—magnifying trifles, and ignoring the life currents that ebb and flow in human hearts.

3. A famous oculist, after performing a difficult operation, was asked how he attained such skill in treating the eye. He simply said, "By spoiling a bushel of eyes." The man's accuracy and rapidity comes of long experience in special work. It is no use to expect this in the crammed, bewildered child. The man's calculations are a part of the actual, living present, for immediate use, not doubtful good in the future. In conclusion, it is nothing uncommon for two clerks, to take an example, say in partial payments, and compare work as they go along, instead of comparing final results.

4. In examination, there is an intensity and tension in work that can not be obtained in every-day work, which more than offset the advantage of knowing answers.

MORALITY IN THE PUBLIC SCHOOLS.

BY OLIVER JOHNSON.

There is need of an educational symposium of representative men of all shades of religious belief and speculation,—Catholic and Protestant, Orthodox and Liberal, Jew and Agnostic,—to consider this subject. Sitting down together, and looking into each other's faces with sentiments of mutual esteem; setting aside for the moment all speculative questions, and fixing their thoughts upon the one subject of moral teaching in the schools, they would no doubt be astonished to find themselves in perfect agreement. Upon the abstract question whether the ultimate basis of morality is to be sought in a supernatural revelation, or in the nature of man and the testimony of experience and observation, they would of course differ widely; but as to morality itself, in its practical relations to the education of the young, they would speak with one voice. Traveling by different roads, they would find

that they had arrived at one and the same place, and were all seeking a common end. And the morality which they would all commend as essential to the parity of society and the safety of the republic, and therefore indispensable to good citizenship, would be, in substance, that of the New Testament, which has its grandest illustration in the teaching and example of Jesus,—his example in death as well as in life. What matters it that some of them hold this morality to be binding upon men upon supernatural, and others upon purely natural, grounds, since they heartily agree that it is absolutely binding upon all men, and that there is a crying need that it should be taught in the schools? Does any one doubt the reality of this agreement? Let him remember that the Agnosticism of this day, whatever may be said of that of earlier times, is not seeking to absolve men from moral restraints, but puts a strong emphasis upon ethics. It forms societies for “ethical culture,” and on moral grounds has no occasion to shrink from criticism. Even Robert Ingersoll, while denying supernaturalism in every form, is careful to say that he accepts the morality of the Gospels as to him the law of life. Mr. John Fiske speaks for all the scientific skeptics of the time when he says, “The principles of right living are really connected with the constitution of the universe.” Is there not here a platform broad enough and strong enough for all the friends of the public schools? Why will they not all plant their feet upon it, and stand shoulder to shoulder as one brotherhood in a common effort to educate the conscience as well as the intellect of the children and youth of the republic, and aid them in laying the foundations of that moral character which is the primary condition of good citizenship?

The controversy between naturalism and supernaturalism must of course go on. I am by no means blind to its importance. But I insist that our public schools, by consent of parties, should be kept out of this fiery vortex. It is a question not for children, but for grown men. However much, as a Christian, I may long to make all the children of the land familiar with doctrines and beliefs to me most precious, I frankly acknowledge that I have no claim upon the state to assist me in the attainment of this object. As a citizen, I am content to stand, in everything pertaining to religion, upon the same ground with those whose views differ most widely from my own,—even those who think my religion a worthless superstition. I make no demand upon the government save for protection in the “free exercise” of my religion; and what I ask for myself is what I willingly accord to others, whatever form of faith it may please them to adopt. Liberty, as thus broadly defined, is the vital breath of free govern-

ment, the atmosphere most congenial to the growth of true religion. Whoever fears that his religion will not endure this liberty, and therefore seeks to ally it with the state, evidences a suspicion, if not a consciousness, that that religion is fatally weak.—*June Atlantic.*

TEACHERS' READING CLUB IN KNOX COUNTY.

Last December, a reading course, or the beginning of one, was proposed in the MONTHLY, a good one too, but an editorial and a quotation from *Our Continent* regarding the great "Chautauqua Idea" which appeared in the September number of the MONTHLY had already set us at work. We began by forming a central committee, and to work with this, sub-committees in different parts of the county. "The Principles of Teaching" was taken as the subject of our winter's work, and we were to glean from all rich pastures, though Johonnot and Wickersham were particularly recommended. We met twice a month or oftener, and conducted our meetings much as the Chautauqua circles are conducted.

The work has been kept up, we believe, in every locality where it was begun, in some form, though in some places differing widely in nature from the original design; but still doing a good work, and with good results. The two excellent authors mentioned, together with Bain, Spencer and Page, are now familiar to many, to whom they and their thoughts were strangers a few months ago. We trust that another autumn will find us fully organized for such a reading course, as will place Knox County where she should stand—equal to any other in the work.

We are more than fortunate, in having for earnest workers and leaders, Prof. R. B. Marsh, widely known as a ripe scholar in the English language, and Dr. E. T. Tappan, the president of the National Teachers' Association. Their energy seems boundless, and many of our teachers are being touched by this same motive power, which will, in the future, move them to a grander life of action. E. L. D.

THOUGHT AND EXPRESSION.—Teaching arouses and leads mental action so as to develop the mind in the best possible way, and at the same time to gain that knowledge that is most useful to the mind in its development. There is one other important factor in teaching, and that is the training of that skill which leads to the proper expression

of the thought evolved. This factor in teaching is usually called *training*, the results of which are correct modes of expression, such as talking, writing, drawing, making and building. All school work then is comprehended in thought and expression. It must be understood at every step that expression is only necessary when thought is evolved. Train expression at the expense of thought, and we have the body, without the living soul.—*F. W. Parker.*

NOTES AND CRITICISMS.

LATIN PRONUNCIATION.

Messrs. Editors:—A recent issue of your able periodical contains an extended article on the pronunciation of Latin from the pen of one of the leading educators of the State. It is not my purpose to occupy your space in giving answer. The writer of the article alluded to adopts the so-called Roman mode of pronunciation, and gives in detail, and very correctly too, its bibliology. He does not inform his readers where they can obtain information on the English mode of pronunciation, a mode universal in England and used by 37 per cent. of the leading universities and colleges in America.

Under the circumstances, a word on the English side will certainly be considered as simple justice. Prof. M. M. Fisher, the distinguished Latinist of the university of Missouri, has published a most exhaustive and masterly treatise on "*The Three Pronunciations of Latin.*" This work contains a perfectly successful defense of the English mode and the ablest arguments against the new pronunciation of Latin that have ever been written. Your recent discussion gives the Roman side in full; the work referred to gives a defense of the English side that has never been answered. Instead of quoting from it, let me call the attention of our teachers to the work itself. Dr. Fisher's book proves that the mode advocated by Prof. Hanna rests on a very shadowy and uncertain basis, and shows that the want of harmony among its followers is so great as to discredit the evidence on which the system is founded and render uniformity in the class-room impossible. The scholarly stroke made at ultra views in the *Spelling Reform Association* may explain why Prof. Fisher's article was not endorsed by certain members of the Philological Association. How many of our teachers are aware that the so-called Roman system is the chief ally of a complete revolution in English spelling?

TEACHER.

St. Louis, Mo.

In a recent number of the MONTHLY we attempted to quote a line from Lowell—"The thin-winged swallow skating on the air." Somebody revised it into "floating on." Floating on is common-place. Any one could have said that; however it would be pretty rapid floating. The poet's eye caught the resemblance of the bird's rapid flight to the swiftly-turned curves of the skater. B.

In this age of looking into the origin of institutions and the imitators of customs there is one inquiry which should not pass unheeded: Who was the first person, writing English, who signed his name thus: P. Green Thompson, S. Simon Jenkins. But this query dwarfs into insignificance by the side of its correlative: Who will be the last one? A. BEE C.

A correspondent, referring to A's dream in the May number, says, "Have him dream again, by all means." We hope "A" will act on this hint.

Following is a letter from another Ohio man who has gone over to the Trans-Mississippi department. It concerns State Teachers' Associations, and tells how they do it.

Mr. F. promises us an article on "The Good Points in Iowa's Schools."

CEDAR RAPIDS, IA., April 19th, 1883.

Dear Burns :—I see by the April MONTHLY that my ex-Ohio associates are still exercised about a place where they may hold their State Association.

Let me give them some advise based on my Iowa experience.

We hold our State Association during the holiday vacation in some convenient and suitable city. We are not afraid of heat—in fact the hotter the city the better. We sleep two and three in a bed and are comfortable. This latter procedure is a necessity, aside from the comfort of it, because everybody goes to the State Association. The county superintendent (alas Ohio has none!) comes up with several of his best country teachers; the normal school, the academies and the colleges are all there in full force. Then there are the city superintendents and teachers until you can scarcely count them—a few (?) book agents are sprinkled in for seasoning. It is a *State Teachers' Association* in the fullest sense, every shade and grade being fully represented. The temperature which is anywhere between zero and 30° below, produces an exhilarating effect on one's appetite and we eat the food of a fair hotel with relish.

By holding our Association at the holidays we are enabled, during more than half of the school year, which immediately follows, to practice what we have just heard preached.

When summer time comes—hot summer time—and we are tired from the work of commencements and final examinations, each man goes his way—to rest. Try our plan.

Respectfully,

W. M. FRIESNER.

QUERIES.

1. Where is this line found?

“They also serve who only stand and wait.”

A. C. B.

It is from one of Milton's choicest sonnets, the one on his own blindness. Here it is entire:

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent which is death to hide,
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest he, returning, chide;
“Doth God exact day-labour, light denied?”
I fondly ask: but Patience, to prevent
That murmur, soon replies;—“God doth not need
Either man's work, or his own gifts; who best
Bear his mild yoke, they serve him best: his state
Is kingly; thousands at his bidding speed,
And post o'er land and ocean without rest:
They also serve who only stand and wait.”

2. Most of the earlier school histories gave “Ohio admitted to the Union in 1802,” while the later works give it 1803. Which is correct?

H. L. M.

Dr. Andrews, of Marietta, discusses this question at length, in the *EDUCATIONAL MONTHLY* for July, 1880, and reaches the conclusion that Ohio was admitted on the 19th of February, 1803.

3. Analyze this sentence: “There is no transgression where there is no law.”

H. L. M.

4. Oliver Johnson, in his article on “Morality in the Public Schools,” in the June *Atlantic*, makes this assertion. Is it true?

“The oath (or affirmation) required of the President, and members of Congress and the state legislatures is purely secular, containing no recognition of a Supreme Being.”

A. C. G.

EDITORIAL DEPARTMENT.

ANOTHER ENLARGEMENT.

We propose a further enlargement of the MONTHLY to forty-eight pages, and a uniform price of \$1.50 to all subscribers, beginning with the July number. This will make a total increase in size of fifty per cent. under the present management, without any increase in the subscription price. The only change in terms is the abandonment of the small reduction heretofore made to clubs. We feel sure the change will meet the approval of our subscribers. It is made in furtherance of our purpose to secure and maintain for the MONTHLY a place at the front among educational periodicals. Our experience the past year is a guarantee that Ohio teachers will support us in this endeavor. We expect soon to be able to devote all our time to the magazine, and we hope to make it more practical and more helpful to teachers in their work than it has yet been.

PUBLISHER.

Having with our usual recklessness agreed to say something at the meeting of the South-eastern Ohio Teachers' Association, we found ourself on board a Hocking Valley train, bound for Marietta, via Athens.

It rained and the wind was never weary, but, at Logan, Supt. McCray, who was president-elect, with a number of his teachers, invaded the car, and just below, at Nelsonville, Supt. Coultrap did likewise. Hence-forward, that car was not a temple of silence. When teachers get together, and lay aside their professional technics, they believe in miscellaneous language lessons in concert.

Our wait at A. continued beyond the hour which is of "night's black arch the key-stane," but the train did come and we did reach the earliest settlement in Ohio, with some three hours of the time for the "sweet restorer" yet to our credit.

In the afternoon the Association met in the Court House, which was swept and garnished, and the ladies had arranged some handsome bouquets to shed side lights on the speakers.

The program already published in the MONTHLY was carried out without a gap, and I have no intention of furnishing a commentary thereon.

The address of welcome was hearty, appropriate, and adorned with puns; the reply was eloquent and set off with flowers of rhetoric. The inaugural was orthodox in its big points and heterodox in its little ones; well-prepared and well-delivered. It wants supervision and normal schools, and doesn't want recess. We are of the opinion that the propriety of recesses *depends*. Whether the school-house leans up so close to its neighbors that it can hardly draw a full breath, or stands in the center of a five-acre green "masks the mighty differ."

The speaker affirmed that no applicant under twenty years of age should receive a certificate.

In Miss Copeland's paper, the prominent thought was that the study of literature stores the mind with ideals, and what a man admires shows what he is. She would have more time spent on the history of literature, the class pausing long over the central figures of the successive periods.

Prof. Beach discoursed upon the influence of teaching upon the teacher. There is danger of repetitions abating enthusiasm. Enthusiasm may be kept a-fire by the desire to communicate what we know. The world thinks that the teacher is a man, who having learned his lessons once, goes on repeating them from year to year. The world is mistaken about the true teacher. The telling of his story begets a divine glow which comes of the love of it, as the wheel heats by running. Besides, it is not a repetition of the same old story; and to the wise teacher, repetition widens knowledge. To forbid discussion in the classroom is a crime, and free discussion is an antidote to monotony. Practically, to be simple and clear, is to deal in the concrete. The instructor should be constantly making discoveries. Cloudy reproductions by pupils should cause a suspicion of cloudy instruction.

The hard-worked profession has actually created a large part of the science it teaches.

In regard to all the grand purposes of their origin, Supt. Goodspeed claims that our public schools are *not* a failure. Their influence, like the dews of heaven, is not noisy and demonstrative, but almost universally diffusive, affecting the men who drive the plow, who work in the mills, who strike upon the anvil; and of such, the life of a nation is made up. In discussion Supt. Flanegin declared that both teachers and parents need reformation; and the way to have more light is for each one to shake his little torch to freshen it and then hold it up.

Prof. E. S. Cox called attention to the marked failure of the common-school system to provide for the brighter minds. He affirms that the system is an organization pretty well adapted to things as they are, but which must admit of change to meet the sure demands of the future.

Supt. Smith vigorously objected to all excuses and defences, deeming them unnecessary.

President Moulton spoke of the importance of self-command. He held that the much be-criticised school examinations give opportunity for the development of this trait. Supt. Purinton discriminated between physical and mental self-command, extolling the latter; and Prof. Cox referred to the different manifestations of the faculty in Emerson and Carlyle. Prof. M. R. Andrews thought that one is not gaining self-command, who simply follows the lead of his likings; that it is a heresy to hold that we should have children do only what is pleasing to them.

The following resolution was unanimously passed:

"Whereas, we miss at this time that clear gracefully minded scholar whose genial presence and words have often been the truest inspiration of our meetings; therefore,

Be it resolved, that this Association deeply laments the death of Prof. George R. Rosseter, who, during its existence, has been one of its noblest ornaments, and who has so well kept before us a true lofty ideal of scholarship."

This letter, except the resolution just given, is written from notes very

hastily taken and which lying in the drawer have grown very cold. If injustice is done any one we shall be very sorry to find it out.

At the meeting of the Eastern Ohio Teachers' Association held last November, a committee was appointed to report upon the comparative merits of the examination papers which had been brought in large numbers by superintendents for exhibition. The committee reported that the problem on their hands was insoluble on account of the want of uniformity in the preparation of manuscripts, and in their subject matter.

As a forward step in the same direction another committee was appointed whose duty should be the preparation of a set of questions touching upon three high school subjects, four grammar, and two primary. This committee consisted of W D. Gibson, of Coshocton, J. M. Yarnell, of Barnesville, and H. N. Mertz, of Steubenville. These gentlemen prepared certain test questions which were sent to some forty superintendents of Eastern Ohio. These tests were selected with care and judgment and are admirably adapted to their purpose.

Among the directions are these:

"Each pupil's paper must be marked on the following points; correctness of answers, completeness of answers, clearness of expression, penmanship, neatness of manuscript.

Each answer should be marked as to the first two points; the paper *as a whole* might be marked in each of the last three points." "Quizzing teachers should be discouraged." "If the pupil shows any knowledge of the question, give some credit for the attempt to answer. In problems allow half, if the reasoning be correct. In other subjects, give what the answer is worth."

After the manuscripts are duly graded they are to be sent to Supt. Yarnell, and the committee will report the results of the experiment to the next meeting of the Association.

Asking questions is an art, and grading papers is a supplementary art. If the forty superintendents would each grade the same set of papers the collation of their results might be interesting.

There is a discussion in progress through the columns of the *Nation* pertaining to "College Honor." The propriety, or necessity, of watching students while undergoing examination is the specially mooted point. There seems to be a mild claim set forth that this precious principle affects certain latitudes of our continent in a higher, or deeper, degree than others.

A wide difference may and doubtless does exist among institutions, but we potently doubt that the attribute itself is hemmed in by State lines. But this question is not pertinent to our present purpose. There is probably no danger of floundering in the mire of an absurdity, or wading in the shallowness of a platitude, when we assert that common-school honor is a plant about whose thrifty growth and abundant crop the public is interested; and its tending demands much greater skill in the spiritual culturist, than when it is set out in the walled garden of an institution of higher learning.

When a student at college is detected in an attempt to pass off, at an ex-

amination, stolen goods as his own—a species of *plagiarism*—the authorities may require him to turn his face homeward, and thus wash their hands of any further responsibility. They may claim that they do not have charge of a reformatory—an asylum for diseased morals—that their's is not an institution for giving all youth a liberal education.

But with the common, public, governmental schools, the case is somewhat different. Their function is to aid in the training of citizens. Statute law and “the perfection of human reason” unite in saying that for the good of the whole an unworthy pupil may be sent out of school. But this enforced absence is only temporary. The next term is a year of jubilee; all the exile's offences are pardoned, and he can again enter the ranks whose brightest ornament he had somehow failed to be.

There is no need to call attention further to the exceedingly diversified material upon which the public-school teacher must work. No doubt the often-asserted proposition is true, and the best fruit of proper education is character. True also is it that honor, or universal honesty, is the very soul of character, and character, in this mundane life, is formed in the midst of resisted temptations. A tree which grows alone in an open field, and is compelled to take a firmer hold of the earth in order to battle with old Boreas, not only strikes its roots deeper, but weaves its trunk of tougher and finer fibre.

The pupil who is always under his teacher's eye is not favorably placed to resist temptation and grow morally strong thereby. But what is the teacher to do when he knows that with a part of his pupils there would be no effort to resist? For instance, at examinations, should he close his eyes tight to the theft, receive the goods as honest workmanship, and reward the thief with good grades? Or shall he keep a keen eye upon all, and cause the more lofty-spirited to feel a sense of humiliation, or of righteous indignation, at being watched as not worthy of trust?

How many boards of county examiners of teachers feel it their duty to be on guard while applicants are wrestling with the tests? How cloudy must be the sense of honor in the make-up of that person who needs this supervision. And how shall he cultivate this supreme trait among his pupils? It could not be said of him:—

“That ferste he wroughte, and after that he taught,
And this figure he added yit thereto,
That if gold ruste, what schulde iren doo?”

Suppose that we have through the MONTHLY a stirring up of the old problem, or better, a statement of methods and results.

Institute committees will confer a favor by giving us dates and places of holding the summer institutes, with the names of instructors and officers.

It is more profitable as well as more praiseworthy to do honest work than to clamor and scramble for place and distinction.

A good many subscriptions expire with this number. Supposing that many will wait for an opportunity to renew at the summer institutes, we shall continue the names on our list, unless notified before the issue of the July number to discontinue.

AT CHAUTAUQUA AGAIN.

Our readers know that we have advocated the holding of the meetings of the State Association within the limits of our own State. The committee having the matter in charge, this year, after long and careful deliberation, has selected Chautauqua as the place, and the first week in July as the time, for this summer's meeting. Having the utmost confidence in the good intentions and good judgment of the committee, we accept the decision as the best that could be done under all the circumstances.

Chautauqua is becoming world-renowned as a delightful summer resort, as well as a great educational center. The great amphitheater with its electric lights is just the place in which to hold the sessions of the Association. The large fine hotel and numerous cottages on the Assembly grounds, and other hotels at various points around the beautiful lake, afford ample accommodations for many times the number ever present on such occasions. As to the matter of expense, the cost of attending may be greater for some individuals than it would be with Columbus or some other central point as the place of meeting; but it is probable that, with the very favorable terms secured by the committee, the average cost will be less than at any point that could be selected within the State.

It ought to be widely known that there are excellent facilities at Chautauqua for spending a week there at a very low rate. Some teachers boarded in cottages there three years ago at a lower rate than they were accustomed to pay at home.

We hope there will be a large representation of country teachers at Chautauqua. We began attending the meetings of the State Association in 1853 while teaching in the country, and we believe the measure of success since attained is due more to the inspiration and help gained at these gatherings of the faithful, than to anything else. The coming meeting at Chautauqua will afford aspiring teachers a rare opportunity of knowing and being known, without which there is little chance of rising. Come in full force. You'll not regret it.

The July number will be issued sufficiently early to reach subscribers before the time of starting to Chautauqua. Any further announcement the committee may have to make will be contained in that issue.

The meeting of Ohio teachers at Chautauqua three years ago was the largest for several years, and among the largest in the history of the Association. More than five hundred membership tickets were sold, and the total attendance was estimated at from seven to eight hundred. In point of enthusiastic interest and real enjoyment, it never has been surpassed. Whole families were there. We never saw so many teachers' wives and children at any other educational gathering. It was a grand reunion. And we hope to see it repeated this year on a grander scale. We expect to report in our August number an attendance of a thousand.

For the very low railway rates to the meeting at Chautauqua, Ohio teachers are indebted solely to the generosity and business foresight of S. P. A. Clark, General Passenger and Ticket Agent of the N. Y., P. & O. railway, the same road that treated us so handsomely three years ago. The teachers of Ohio will not soon forget such favors.

Chautauqua is 409 miles from Cincinnati. The following are the rates for round-trip tickets from the principal points along the line, to those presenting proper orders: From Cincinnati, \$7.00; Hamilton, \$6.75; Dayton, \$6.50; Springfield, \$6.25; Urbana, \$6.25; Marion, \$5.15; Galion, \$3.30; West Salem, \$3.90; Burbank, \$3.75; Wadsworth, \$3.50; Akron, \$3.30; Kent, \$3.10; Ravenna, \$2.95; Cleveland, \$3.50; Solon, \$3.40; Garrettsville, \$2.80; Phalanx, \$2.65; Leavittsburg, \$2.55; Warren, \$2.50; Niles, \$2.60; Girard, \$2.50; Youngstown, \$2.40; Cortland, \$2.30; Canfield, \$2.85; Leetonia, \$3.05; New Lisbon, \$3.25; North Lewisburg, \$6.00; Richwood, \$5.45. Tickets on sale June 30 to July 3 inclusive. Orders for tickets at these rates may be obtained by addressing Reuben McMillen, Youngstown, O., or Chas. L. Loos, Dayton, O. Those desiring to remain longer than the week at Chautauqua may have their tickets extended to 30 or 60 days. Not only teachers and their families, but members of graduating classes and other young people expecting to teach may avail themselves of these rates. Negotiations are in progress for reduced rates on all connecting railways.

The article comparing Ohio and Indiana school systems came too late for this number.

EDUCATIONAL INTELLIGENCE,

—High school commencement at Piqua, May 31. Fourteen graduates.

—The first annual commencement at Rio Grande College occurs June 7.

—Commencement at West Liberty occurred May 30. Five graduates—all girls.

—The high school of Genoa graduated a class of six on Friday evening, May 25.

—High school commencement occurred at Findlay, May 25. There were four graduates.

—The Garrettsville high school will graduate a class of ten on Friday evening, June 1.

—The Millersburg high school graduates a class of eight this year. Commencement occurs June 1st.

—The high school commencement at Mt. Blanchard occurred Friday evening, May 18. Annual address by J. W. Zeller, of Findlay.

—The first annual commencement of the New Lexington high school occurred May 23. The graduating class contained four girls.

—The Ottawa high school commencement occurred Thursday evening, May 17. The annual address was delivered by W. W. Ross, of Fremont.

—We are informed that the work on Commissioner De Wolf's Annual Report is progressing rapidly. It will be ready for distribution very soon.

—Commissioner De Wolf is to address the students and friends of the Northeastern Ohio Normal school, at Canfield, on commencement day, June 14.

—High school commencement at Barnesville occurs June 1. There are five pupils in the graduating class. Commissioner De Wolf is to deliver an address on the occasion.

—A normal institute will be held at Eaton, Preble County, beginning July 9, and continuing six weeks. C. F. Palmer and S. M. Surface are the principal instructors.

—The teachers of Columbiana and Mahoning counties met in joint session at Leetonia, on Saturday, April 28. I. P. Hole, M. D. Pettit, M. S. Campbell, F. B. Sawvel, and Maggie E. De Vore were on the program.

—W. H. Venable announces free lectures at Chickering Institute, Cincinnati, by Rev. A. D. Mayo, D. D., Thursday, May 31, subject:—What is Education? Friday, June 1, subject:—Natural Methods of Instruction.

—The Belmont County normal institute is to be held at Barnesville, beginning July 23, and continuing four weeks. The instructors are T. E. Orr, of Bridgeport, H. L. Peck, of Barnesville, and L. H. Watters, of Powhatan.

—The fourth annual commencement of the Richwood high school occurred May 4. The class consisted of four members. The superintendent, P. R. Mills, delivered the annual address. Miss Ella Boggs is principal of the high school.

—The Athens normal school will be held in the University buildings at Athens, beginning July 9, and continuing six weeks. There is a large corps of instructors, including several members of the University faculty. L. W. Sheppard is principal.

—The North-western Ohio Normal School at Ada never was so prosperous as it is at present. A new building is under way. The review term of six weeks has just begun. The institute term of four weeks begins July 9th. See advertisement in another part of this journal. ✓

—A circular addressed to school officers, teachers and others, has been issued by a committee of the Indiana Yearly Meeting of Friends, calling attention to the importance of instruction in practical hygiene, and urging teachers to oppose by example, as well as by precept, the use of opium, tobacco, and alcoholic stimulants. School Commissioner De Wolf endorses the effort of the committee, and so should ever lover of his kind.

—The annual meeting of the Tri-State Teachers' Association was held at Toledo, April 28. The discussion of the subject of industrial education in public schools excited a good deal of interest. The officers for the ensuing year are: President, H. S. Tarbell, of Indianapolis; Vice-President, W. S. Haskell, of Bowling Green, O.; Secretary, Ada Richards, of Toledo, O.; Ex.-Committee, Prof. McLouth of Ypsilanti, Prof. Lane of Fort Wayne, J. W. Knott of Tiffin. ✓

—Superintendent Hartzler, in his last annual report to the Newark Board of Education, recommends the study of English history in connection with the history of our own country; at least that part of English history included between the time of the first English settlements in America and the close of our second war with Great Britain. A full and clear understanding of the early history of our country does not seem possible without this.

—A two-days session of the Scioto Valley Teachers' Association was held at Jackson, May 18th and 19th. Besides the address of welcome by J. W. Longbon, of Jackson, and the inaugural address of the president, George E. Campbell, of Waverly, the following papers appear on the program: "Economy in the Use of Educational Forces," by T. C. Flanegin, of Pomeroy; "Adorn the Profession," by Mrs. Sue B. Jones, of Ironton; "Personal Influence of the Teacher," by C. S. Coler, of Athens; "Educational Haste," by E. W. Chase, of Kingston, and "Individuality," by J. J. Allison, of Jackson.

—A meeting of the South-western Ohio Teachers' Association was held at Hamilton on the last Saturday of April, with about two hundred teachers in attendance. S. R. Reed, of the *Cincinnati Commercial Gazette*, read a vigorous paper on "Nihilism," which provoked considerable discussion. Prof. L. R. Klemm, of Cincinnati, read a paper on "Methods in Education," and Allen Andrews, Esq., of Hamilton, discussed the practical bearings of the educational problem. Officers for the ensuing year were elected as follows: President, Supt. H. Bennett, of Franklin; Vice-President, Mary Coulson, of Oxford; Secretary, J. H. Lowe, of Hartwell; Treasurer, Thomas A. Pollok, of Miamisburg. Executive Committee: L. D. Brown, of Hamilton, John Mickelborough, of Cincinnati, and C. F. Palmer, of Eaton. The next meeting will be held at Hughes High School, Cincinnati, the last Saturday of October.

—The Knox County Teachers' Association met in Jelloway, on Saturday, May 19, and had an interesting and enthusiastic meeting. Some valuable talks were given by different teachers among whom were Dr. E. T. Tappan and Prof. R. B. Marsh. Tappan's subject—"Habit of Observation," and Marsh's—"What Knowledge is of the Most Worth?" This Association was organized five or six years ago and meets once every month in the different towns and villages in the county. By its means the common schools are gradually improved and the teachers steadily raised to a higher degree of proficiency. Another important feature of the Association is that it brings the educational interest directly in contact with the people generally, and enlists their interest in the welfare of the public schools. We all have great faith in our Association.

D. S.

—The legislature of Indiana has made some important changes in the school law of that state. The following are some of the provisions of the new law relating to the licensing of teachers:

1. A six-months' license shall be regarded as a trial license, and no person hereafter receiving a six-months' license shall be again thereafter licensed until he or she shall obtain a grade which shall entitle the applicant to at least a twelve-months' license.

2. Any person now holding a twenty-four months' license, whose next consecutive license shall be for the term of thirty-six months, or who shall here-

after receive two licenses in succession, each for thirty-six months, may receive, upon an examination, at the expiration of such several licenses, a license for eight years. This is styled a professional license, and entitles the holder to teach in any of the schools in the State.

3. The county superintendent, in examining persons to teach in the graded schools of cities and towns, may take into consideration the special fitness of the applicants to perform the services required of them, and he shall make on the license a statement of the kind of work for which the applicant is especially fitted.

—The New West Education Commission held its third annual meeting at Chicago, the last week in April. It is an organization which has for its object the building up of Christian schools in Utah, Colorado, New Mexico, and other parts of the New West, with a view to counteracting the ignorance, superstition, miseducation and misrule of Mormonism and Jesuitism in these regions. The society has expended \$35,000 the past year, in building school houses and paying teachers, and has now under its care four academies and fifteen other schools employing thirty-three teachers, and having about 1,600 pupils. The academies are located at Salt Lake, Albuquerque, Las Vegas and Trinidad. That at Albuquerque is under the care of A. S. McPherron, who was some years ago principal of one of the Akron schools. The academy at Salt Lake has a new building just completed, said to be the finest school building in the Territory. Some idea of the importance of this work may be gained from the following testimonial received by the secretary of the Commission on the day of the meeting:

SALT LAKE CITY, March 19, 1883.

We are familiar with the work going on in Salt Lake Academy and its tributary schools, and unhesitatingly declare our conviction that not all the legislation of Congress hitherto, nor the millions of money spent in the "Mormon War," nor any other agency now operative, can compare in value for the elevation of Utah, with the work of these Christian schools.

PHILIP T. VAN ZILE,
U. S. Attorney for Utah.

ELI H. MURRAY,
Governor of Utah.

The Commission find the work growing on their hands very rapidly, and the demand for funds to carry it on is largely in excess of the contributions made hitherto.

—INSTITUTES.—Huron County, August 13, one week: Instructors, W. R. Comings and Samuel Findley. Miami County, at Piqua, August 13, two weeks: Instructors, H. M. Parker, John Hancock, C. W. Bennett. Shelby County, at Sidney, August 6, one week: Instructors, George Harter and C. W. Bennett. Hamilton County, August 20: Instructors, R. W. Stevenson and others. Washington County, at Marietta, August 27: Instructors, R. W. Stevenson and ————. Cuyahoga County, at Brooklyn, August 27: Instructors, Mrs. D. L. Williams and E. T. Nelson. Muskingum County, at Zanesville, August 27. Adams County, first two weeks of August: Instructors, W. A. Clark and E. E. Keech. Lawrence County, last two weeks of August: W. A. Clark, principal instructor. Madison County, at London, August 6: Instructors, J. W. McKinnon and F. B. Pearson. Logan County, at Bellefontaine, two weeks beginning August 13: Instructors, Henry Whitworth and J. W. McKinnon. Harrison County, August 20. Erie County, at Sandusky, July 30. Ashtabula County, July 24, four weeks. Crawford County, at Crest-

line, August 13. Alston Ellis is one of the instructors. Wyandot County, at Upper Sandusky, August 13, two weeks. Alston Ellis is engaged for second week. Brown County, at Ripley, August 13. J. B. Peaslee and J. C. Hartzler are the instructors. Fairfield County, at Lancaster, Aug. 20, John B. Peaslee. Montgomery County, first week in August. Instructors, T. C. Mendenhall and H. M. Parker.

—THE NATIONAL EDUCATIONAL ASSOCIATION meets at Saratoga, July 9, 10 and 11. The papers to be read in general session are, "Examination of Teachers," by the President of the Association, Prof. Eli T. Tappan, of Gambier; "What the Government of the United States has done for Education?" by Hon. John Eaton, of Washington City; "The Best System of Common Schools under State Control, with Special Reference to the Peculiar Circumstances of the Southern States," by Hon. J. D. Pickett, of Frankfort, Ky.; "Intellectual Growth and its Relation to Methods of Instruction," by Prof. G. Stanley Hall, of Cambridge, Mass.; "City Systems of Management of Public Schools," by President J. L. Pickard, of Iowa City, Iowa. Some of the papers read before the several departments, will be the "Inaugural Address to the Department of Elementary Schools," by Supt. John B. Peaslee, of Cincinnati, O., President of that department; "Present Outlook of Higher Education," by President W. W. Folwell, of Minneapolis, Minn., President of the Department of Higher Instruction; "President's Address to the Department of Normal Schools," by President Edwin C. Hewitt, of Normal, Ill., President of that Department.

The hotels and boarding houses promise the same reductions as last year. Negotiations are in progress to obtain railway reductions. The details of these things will be published with the program in full about the 1st of June. We hope a large delegation from Ohio will go on from Chautauqua to Saratoga. The American Institute of Instruction meets at Fabian's, in the White Mountains, July 12. Reduced fares on the railways are announced. Ohio teachers may not soon have so good an opportunity of visiting that region.

PERSONAL.

—W. J. White has been re-elected at Springfield.

—C. F. Zimmerman has been re-elected at Forest.

—J. Cook has been re-elected at Genoa. Salary, \$675.

—J. F. McCaskey has been re-elected at Troy. Salary, \$1,500.

—L. H. H. Austin has been re-elected at Napoleon. Salary, \$1,200.

—L. D. Brown has been re-elected superintendent of schools at Hamilton.

—J. A. Pittsford has been re-elected superintendent of the Carey schools.

—D. W. Matlack is about to relinquish the superintendency of the Cadiz schools, to engage in business near Steubenville. A member of the Cadiz Board writes us that he has shown himself to be an efficient superintendent.

—Supt. J. A. McDowell has been re-elected at Millersburg for a term of two years.

—H. M. James has been re-elected superintendent of schools at Omaha, Nebraska.

—J. W. Zeller delivered the annual address at the Mt. Blanchard commencement.

—T. B. Pinkerton will have charge of the schools of South Toledo the coming school year.

—John E. Morris has been re-elected superintendent of schools at Garrettsville. Salary, \$1,000.

—J. W. Dowd has been re-elected superintendent of the Toledo schools, with salary increased to \$2,700.

—I. N. Huntsberger has been re-elected superintendent of schools at Seville, Medina county. Salary, \$950.

—Leron Henry, formerly a pupil in the Akron high school, is superintendent of schools at Brookings, Dakota.

—W. B. Owen has been re-elected principal of schools at Delta, O., at a salary of \$1,000, an increase of \$100.

—Prof. M. R. Andrews, of Marietta College, starts for Europe May 30, expecting to return early in September.

—Willard L. Mitchell, of Baltimore, Md., has been chosen director of the music department of Mount Union College.

—E. S. Loomis has served two years as principal of the Richfield high school, and has been unanimously re-elected.

—J. N. Barnes retires from the superintendency of the schools of Sidney, having formed a law partnership in Chicago.

—W. H. Rowlen, of Carrollton, has been elected superintendent of schools at Cuyahoga Falls, O., to succeed A. N. Bernard.

—J. W. Shawhan, of St. Mary's, O., an Oberlin graduate, succeeds R. B. Marsh as superintendent of schools at Mt. Vernon.

—Mrs. J. B. Peaslee, of Cincinnati, has been very seriously ill for some time, but we are glad to learn that she is recovering.

—R. W. Lawrence, of Yellow Springs, is the choice out of sixty applicants for the superintendency of the West Liberty schools.

—Warren Darst, of Ladoga, Ind., has accepted the position of teacher of mathematics in the North-western Ohio Normal School at Ada.

—C. W. Bennett has been re-elected superintendent of schools at Piqua for a term of three years, at a salary of \$2,000,—an increase of \$400.

—C. C. Davidson has been unanimously re-elected superintendent of schools at New Lisbon, O. He has already served seven years in that position.

—G. N. Carruthers has been re-elected superintendent of schools at Salem, O., for a term of two years, with an addition of \$100 to his annual salary.

—R. B. Marsh retires from the superintendency of the Mt. Vernon schools, a position he has filled with marked ability for sixteen or seventeen years.

—J. Fraise Richard is engaged in a normal institute at Nashville, Ind., where he will remain until June 29, when he goes to Island Park Assembly.

—Commissioner De Wolf has appointments to speak at St. Paris, May 24; at Barnesville, June 1; at Lodi, June 2; at Rocky Fork, June 7; at Canfield, June 14.

—Rev. J. D. Moffat, of Washington and Jefferson College, Pa., is expected to deliver the annual address at the high school commencement at New Lisbon, June 1.

—Prof. W. H. Venable delivered an address before the State Forestry Association which convened in Cincinnati, April 25th. His subject was "Sylvan Mythology, Poetry and Sentiment."

—J. W. Zeller has been re-elected superintendent of schools at Findlay, for a term of two years, with an increase of salary from \$1,200 to \$1,400. He has already served six years in that position.

—Fredk. Schnee succeeds A. A. Crosier as a member of the Summit County Board of School Examiners. He is also soon to retire from the principalship of the Mogadore schools, to accept a similar position at Norton, with a considerable increase of salary.

—Alston Ellis has been re-elected superintendent of the Sandusky schools, with salary increased to \$2,500. This is the way the Board did it:

Resolved, That Mr. Alston Ellis, for faithful and well-merited service in the past, be and is hereby re-elected superintendent of the Sandusky public schools and that his salary be fixed at \$2,500 per year.

—P. W. Search, of West Liberty, has been elected superintendent of schools at Sidney. The *West Liberty Banner* pays him this high compliment:

We congratulate Sidney on her wise choice and will guarantee that they will be satisfied, as very few men are to be found in this part of the country, who have the ability to superintend a school, equal to that of Prof. Search.

—A pleasant feature of "Arbor Day" in the Chillicothe schools was the planting of a tree by the teachers and pupils in honor of their superintendent, William Richardson. Miss Nora Ingalls made this pretty little speech on the occasion:

We plant this tree in honor of our beloved Superintendent, Prof. Richardson. With every circle formed about its heart may it grow in strength and beauty, until after many years it stands a noble tree, well worthy of the name it bears. The children of another age who play beneath its shade, will learn to know that we who plant it, even the tiniest among us, plant it with hearts full of love for him for whom we name it. Sunshine and showers gently cherish it, storms pass lightly over it, and "Old age steal on with softly cadenced feet."

BOOK NOTICES.

Snow-Bound. The Tent on the Beach. Favorite Poems. By John Greenleaf Whittier. Boston: Houghton, Mifflin and Company.

This pretty little volume is one of the "Modern Classics" series, advertised on the fourth cover-page of our April and May numbers. The paper, binding, illustrations, letter press, all are of good quality and in good taste. The selections are not simply choice extracts but entire poems. The character of the selections in this and the other volumes of the series gives them special fitness for school use as supplementary reading, as well as for a place in the home library.

Methods of Teaching Geography is a neat pamphlet containing notes of lessons, by Lucretia Crocker, School Supervisor, Boston. Published by the Boston School Supply Company, 15 Bromfield Street.

Elementary Arithmetic, Oral and Written. For pupils in Primary and Intermediate Schools. By Joseph Ficklin, Ph. D. Published by A. S. Barnes & Co., New York and Chicago.

There are no rules, and but few definitions, in this book to be memorized. It abounds in examples and problems adapted to make the pupil think, and to give him facility in the primary operations of arithmetic. We are not able to see what good purpose the first twenty pages serve. No pupil sufficiently advanced to use a text-book needs instruction so elementary. If meant to aid the teacher in oral instruction, the pupil's text-book is not the place for it.

A Hand-Book of Civil Government. By Thomas D. Suplee, A. M., Headmaster of Harcourt Place School, Gambier, Ohio. Philadelphia: Eldredge & Bro Price, \$1.00. To teachers, for examination, 67 cents.

The Constitution of the United States is very properly receiving fuller recognition in school courses of study than formerly, and, as a consequence, text-books on the subject multiply. This one grew in the class-room, and differs in some features from others on the same subject. The catechetical method is pursued throughout the work. Special attention is given to the definition of words and expressions used in the Constitution. Each clause of the text is taken up separately, its history is given, the legislation by which the enforcement of its provisions has been secured, and its practical working. The method of formal question and answer seems a little stiff and antiquated, but the test questions without answers, which are interspersed and inserted at the close, are excellent. The book is well calculated to give the student a comprehensive and thorough knowledge of the principles and practical workings of our government.

New Elocution and Vocal Culture. By Robert Kidd. Van Antwerp, Bragg & Co. Cincinnati and New York.

Our readers are familiar with Kidd's Elocution, the first edition of which was published more than twenty-five years ago. This latest edition contains much important new matter. The exercises on the elementary sounds and the examples for elementary practice in reading and speaking have been selected and arranged with great care; the instruction given is unpretentious, sound and practicable; and the collection of pieces for reading and declamation is

unsurpassed in variety and excellence. It is undoubtedly one of the most valuable books of its kind.

The Relation of Education to Wealth and Morality, and to Pauperism and Crime, is an address delivered at the reunion of the alumni of Bridgton Academy, and also before the Phi Beta Kappa Alumni Association, of New York, by Dexter A. Hawkins, A. M., a member of the New York Bar.

The Educational Year-Book and Universal Catalogue, for 1883, published by C. H. Evans & Co., St. Louis, Mo., contains a complete directory of Colleges, Academies, Female Seminaries, Normal Schools, Business Colleges, Schools of Theology, Law, Medicine, Dentistry, etc., in the United States. It also contains complete lists of educational periodicals, and State, city and county superintendents, a synopsis of the school systems of all the States and Territories, and much other valuable information relating to education at home and abroad.

First Lessons in Physiology and Hygiene. For the use of schools. By Charles K. Mills, A. M., M. D. Philadelphia: Eldredge and Brother. 1883.

The most important elementary facts in Physiology and Hygiene are concisely stated in simple language, with sufficient anatomy to make the physiology intelligible. A syllabus and review questions following each chapter will be helpful to both teacher and pupils.

THE MAGAZINES FOR JUNE.

The *Atlantic Monthly* contains a store of good things. Teachers should not fail to read the article by Oliver Johnson on Morality in the Public Schools, an extract from which we print elsewhere. Houghton, Mifflin and Co., Boston.

The *Popular Science Monthly* has a portrait and sketch of Prof. Silliman, and a long and varied list of scientific articles. The relations of science and theology receive, as usual, considerable attention in the "Editors Table." D. Appleton & Co., New York.

This number of the *North American Review* completes its 136th volume. Among the leading articles are President Gilman's "Present Aspects of College Training," and a symposium on the "Moral Influence of the Drama," by four different writers. Published at 30 Lafayette Place, New York.

Each number of *The Century* contains choice matter enough for a volume. This number has a portrait of Alfred Tennyson, and a rich and varied table of contents. The Century Co., Union Square, New York.

The May-June number of *Education* is not inferior to its predecessors. "A True Order of Studies in Primary Education," "Does the Common School Educate Children above the Station they are Expected to Occupy in Life?" by Wm. T. Harris, "Mothers as Educators," and "Secularization of Education," are some of the leading articles. Boston New England Publishing Co.

The Princeton Review contains six important articles. "The Contents of Children's Minds," by G. Stanley Hall, should be widely read by teachers and parents. 2 Nassau Street, New York.

St. Nicholas and the *Youth's Companion* still hold the front rank in the field of youths' literature.

PROGRAM OF OHIO STATE TEACHERS' ASSOCIATION,

At CHAUTAUQUA LAKE, N. Y., Tuesday, July 3rd, 1883.

SUPERINTENDENT'S SECTION.

9 A. M. Inaugural Address.....J. W. Dowd, Supt. of schools, Toledo.
Paper. "What are the Legitimate Duties of a School Superintendent?"
Dr. John Hancock, Supt. of schools, Dayton.
Discussion opened by E. A. Jones, Supt. of schools, Massillon.
2:30 P. M. Paper. "What is the Mission of the Public School?"
B. A. Hinsdale, Supt. of schools, Cleveland.
Discussion opened by President E. T. Tappan, Kenyon College.

GENERAL ASSOCIATION—Wednesday, July 4.

9 A. M. Inaugural Address.....G. W. Walker, Supt. of schools, Lima.
Paper. "Should the Minimum of School Age be Changed?"
J. E. Sater, Columbus.
Discussion opened by R. W. Stevenson, Supt. of schools, Columbus.
Short Address on "Phonetics."Dr. Clifton, Dayton.
2 P. M. Paper. "Training Schools for Towns and Villages,"
T. W. Pollock, Supt. of schools, Miamisburg.
Discussion opened by L. D. Brown, Supt. of schools, Hamilton.
Report of Committee on Course of Reading for Teachers,
Mrs. W. G. Williams, Delaware.
Discussion of Report.

Thursday, July 5.

9 A. M. Paper. "There is a Higher Education,"
Dr. W. G. Williams, Delaware College.
Discussion opened by W. H. Cole, Supt. of schools, Marysville.
Paper. "How far can our School System be called a Machine?"
M. S. Campbell, High School, Youngstown.
Discussion opened by A. G. McBurney, Cambridge.
2 P. M. Annual Address. Miscellaneous business.

Hotel Rates:—The following hotels have been engaged to entertain teachers at two dollars a day: Chautauqua House, Mayville; Grand Hotel, Point Chautauqua; Hotel Athenaeum, Chautauqua; Kent House, Lakewood; Sherman House, Jamestown.

Steamboat Rates:—Teachers will be taken from Lakewood to Chautauqua and return for 25 cts., and from Mayville to Chautauqua and return for 10 cts.

Railroad Rates:—The New York, Pennsylvania & Ohio Railway has agreed to convey teachers from any point on their road to Chautauqua Lake and return at the same rates allowed by them in 1880; viz., one cent per mile each way, and at still lower special rates from Cincinnati, Hamilton, Dayton, Springfield, Urbana and Marion.

EXPLANATION.—The Executive Committee have been at pains to confer extensively with prominent teachers in the State, and have unanimously decided that Chautauqua is the place which will come nearest satisfying the majority of Ohio teachers. Further particulars will be published on the programs which will be distributed as soon and as extensively as possible.

CHAS. L. LOOS, Jr., Dayton,

Sec'y Ex. Com.

ADDRESS C. E. McVAY, Princ. of Schools, Clifton, Cincinnati, Ohio.
for his Catalogue of Philosophical Apparatus.

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ASBURY PARK, N. J.,

Summer School of French and German,

Will begin July 2. Instruction entirely in the language, conducted by Miss M. Vitzthum of Mt. Holyoke Seminary, South Hadley, Mass., and by Mademoiselle Valerie Dietz, formerly of Mt. Holyoke Seminary, now at Mrs. Platt's school, Utica, N.Y. For particulars apply to Miss M. Vitzthum, Mt. Holyoke Seminary.

1500

County Examination Questions in Geography with Answers. A book furnishing excellent Topical Reviews for Teachers and Classes. Price, 35 cents. Address,
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—THE—
Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—
THE NATIONAL TEACHER.

SAMUEL FINDLEY, } EDITORS.
J. J. BURNS, }

Volume XXXII. JULY, 1883. Number 7.

BUCKEYE VERSUS HOOSIER.

BY J. FRAISE RICHARD.

Much of our knowledge is acquired through comparison and contrast,—by noting the resemblances and differences of things. Plutarch in his celebrated biographies uses these processes extensively. The pithy proverbs of Solomon owe much of their richness to the striking light in which objects stand toward one another. A few examples will serve to illustrate this principle. Says Solomon: "Righteousness exalteth a nation, but sin is a reproach to any people." How striking the contrast between righteousness and sin as thus personified. Again: "As cold water to a thirsty soul, so is good news from a far country." The resemblance between cold water to a thirsty soul and good news from a far country is the avidity with which each is received.

It is my object in this paper briefly to compare Ohio and Indiana, especially as to their school systems, in order that the excellencies and defects of each may be seen. This comparison is justified by the fact that in all the elements of their development, they have been closely identified, more so, perhaps, than any other two western States. They had common cause against the treachery, revenge and massacres by the red man. They endured common hardships in sweeping away the

dense forests that everywhere covered the land, and in establishing permanent settlements. They had a common climate and consequently common diseases to conquer in lifting the forest wilds to their present advanced agricultural and social condition.

They have had common difficulties to contend against, and common enemies to overcome. Bounded on the south by Mason and Dixon's line, both were, in former times, constantly disturbed by the annoyances and complications of fugitives from slave-masters. Both States have had to solve the problems resulting from the presence of two races in the same community. Through the Mexican war and during the Great Rebellion, their soldiers met a common enemy and stood side by side in the most trying ordeals. Between these soldiers the most intimate relationship always existed. Similar secret organizations, the enemies of the general government, existed in both States and for a time greatly imperiled the perpetuity of the nation. Both were singularly blessed, during the dark days of the Rebellion, with chief executive officers who seem to have been raised up specially for the times that tried men's souls. The Mortons of Indiana and the Tods and Broughs of Ohio were the true patriots on whom both the national executive and the boys in blue at the front could rely with implicit confidence. In the solving of social and educational problems, the States have ever been true yoke-fellows.

HISTORY.

OHIO. This State was first discovered by La Salle about 1680. The first permanent settlement was made at Marietta, on the 7th day of April, 1788. It was, according to some historians, admitted into the Union as the seventeenth State, November 29, 1802; according to others, February 19, 1803. This discrepancy is accounted for by the statement that application for admission was made on the first date, but the consummation was made on the second. It was a part of the North West Territory, but never had a distinct territorial existence. From 1800 to 1810 the seat of government was at Chillicothe; from 1810 to 1812, at Zanesville; and from 1812 to 1816, again at Chillicothe. Since 1816 the capital has been at Columbus. The present constitution was completed March 10, 1851, and ratified by the people June 17, 1851. A new constitution, considered by many superior to the present one, was made in 1873, but rejected by the people in 1874.

INDIANA. The State was settled at Vincennes, in 1702, or according to the majority of writers, in 1730, by a body of French Canadians. In 1763, the territory was ceded to the English, and by them to the

United States, in the treaty of 1783. A territorial government was organized July 4, 1800. The territorial capital continued at Vincennes till 1813, when it was taken to Corydon. It remained at the latter place till January 1, 1825, on which day the public offices were removed to Indianapolis, the present capital. The first constitution was adopted June 29, 1816; the State was admitted into the Union December 11, 1816.

STATISTICS.

OHIO. Ohio was the fourth State admitted into the Union under the Federal Constitution, and is the third in population, the population in 1880 being 3,197,794. Its greatest length from east to west is 225 miles, and its greatest breadth from north to south, 200 miles. Its area is 39,964 square miles, or 25,576,960 acres, and it has eighty-eight (88) counties. Number of youth of school age in September, 1881, 1,063,337; number of school districts, 2,037; number of township sub-districts, 10,923; number of teachers necessary to supply schools, 16,999; number actually employed, 23,970; average number of weeks schools were in session, 31; number of pupils enrolled in the schools, 744,758; average daily attendance, 468,141; number of school officers, 51,911; average monthly wages of teachers in township district schools—gentlemen, \$35.00; ladies, \$25.00; average monthly wages of teachers in city, village and special district primary schools—gentlemen, \$46.00; ladies, \$34.00; number of applications for teachers' certificates—gentlemen, 19,361; ladies, 17,028; number of applications rejected—gentlemen, 6,283; ladies, 6,233.

Total number of 36 months certificates.....	296
“ “ “ 24 “ “	1,086
“ “ “ 18 “ “	2,749
“ “ “ 12 “ “	9,684
“ “ “ 6 “ “	10,038

Total.....23,853

INDIANA. Indiana was the sixth State admitted under the Constitution. The population at the last census was 1,978,853. Its greatest length from north to south is 276 miles, and average breadth from east to west, 140 miles. Its area is 33,809 square miles, or 21,637,760 acres, and it has ninety-two (92) counties. Number of youth of school age in April, 1881, 714,343; number of school districts, 9,323 (these are the same as the sub-districts in Ohio, and do not include town and city corporations); number of teachers necessary to supply schools, 13,292; number actually employed, 13,253; average number of weeks schools were in session, 26.7; number of pupils enrolled,

495,900; average daily attendance, 306,301; number of school officers—township trustees, 1,010, town trustees, 795, district directors, 9,323, State board, 8, county superintendents, 92, total, 11,228; average monthly wages of teachers in country districts—male, \$38.60, female, \$34.80; average monthly wages in towns—males, \$57.60, females, \$37.20; number of applicants for teachers' license—males, 8,062, females, 6,452; number of applicants for license rejected, 6,876.

Total number of 24 months licenses.....	1,946
“ “ “ 18 “ “	2,857
“ “ “ 12 “ “	4,929
“ “ “ 6 “ “	8,839

Total.....18,541

By a law passed in 1882, the six months license is issued as a trial license, but not renewable; also, if a candidate has a 24 months license, and passes for 36 months, he may receive a professional license for eight years, which is good throughout the State.

ANALYSIS OF SCHOOL SYSTEMS.

OHIO. The Encyclopedia of Education very truly says: “The germ of public education in Ohio is to be found in the ordinance of July 13, 1787, enacted to provide a territorial government for the region north-west of the Ohio river. At that time, an association of people of New England—chiefly soldiers of the Revolution—organized as the Ohio Company of Associates, was negotiating with Congress for a large tract of land in the west. Gen. Rufus Putnam was the acknowledged leader of the movement, and the Rev. Manasseh Cutler, LL. D., of Massachusetts, was the agent to purchase the land. The latter was a man of broad and liberal culture, and, at the time the ordinance was framed, was consulted as to its provisions. It is believed that to him more than to any other person are to be attributed those clauses which have made the ordinance so famous and useful: the prohibition of slavery and the declaration that “religion, morality, and knowledge being necessary to good government and to the happiness of mankind, schools and the means of education shall be forever encouraged.” By the contract afterward signed by Dr. Cutler and Winthrop Sargent, on the part of the Ohio Company, and by the Board of Treasury, October, 1787, it was stipulated that lot or section number sixteen in each township should be set apart for the maintenance of schools, and also, that two complete townships should be given perpetually for the purposes of a university.” * * * “Congress gave another township of land for a university, and afterward gave the

sixteenth section in each township of the State, or an area equal to this, for the support of common schools. Thus one thirty-sixth part of all the land of the State was devoted to common schools, besides the three townships for universities.

1. *State officers.* The leading educational officer is the (1) *State Commissioner of Common Schools*, who is elected by the people for three years, and receives a salary of \$2,000 per annum, together with expenses. His duties are: to prepare an annual report giving a true exhibit of the schools of the State; to make suitable recommendations to the legislature concerning school matters; to visit the several judicial districts of the State annually; and "superintending and encouraging teachers' institutes, conferring with boards of education and other school officers, consulting teachers, visiting schools, and delivering lectures on topics calculated to subserve popular education."

(2) *A State Board of Examiners*, consisting of three members, is appointed by the State Commissioner, and is empowered to issue life certificates to properly accredited persons.

2. *County officers.* The officers in any way here connected with the management of schools are: (1) The *Auditor* who reports the condition of school property in the county and the school funds. (2) The *Probate Judge* who appoints the members of the Board of County Examiners. (3) *Board of Examiners*, composed of three members, and appointed by the Probate Judge to examine all teachers in the county. They have neither supervisory nor executive power.

3. *Township officers.* Each civil township is a school district. The law, however, recognizes the following distinct kinds of districts: (1) City districts of the first class. (2) City districts of the second class. (3) Village districts. (4) Special districts. (5) Township districts.

These townships are further divided into sub-districts which are controlled by officers known as *directors*. These three local directors in the various sub-districts employ teachers, secure school sites, provide fuel and furnish all necessary supplies. The *Township Board of Education*, consisting of the township clerk and the clerks of the different local boards, chosen at the April election, holds the title to all school property and authorizes the adoption or change of all text-books. It grants authority for the erection and equipment of new school buildings. *City, village and special districts* have special boards of education separate and distinct from the township boards. These boards are usually in multiples of three and have powers similar to the township boards. They employ teachers and superintendents for their respective districts.

The county and State examiners and the State School Commissioner

are the only school officers that directly receive any compensation for their services. The schools of towns and cities are, as a rule, under excellent management. Superintendents of ability are employed to prepare courses of study, and to see that those courses are wisely followed. A proper gradation of pupils is preserved, and teachers are given the aid and encouragement necessary to discharge their duties successfully. In the country schools no such oversight prevails. Each sub-district is, to all intents and purposes, a separate and independent organization and responsible to no higher power. Each township is practically independent of every other township in the county, and each county independent of every other in the State. No uniformity of course of study ; no responsibility for the character of work done ; no competent head from whom counsel and inspiration may be received ; no suitable records kept and reports rendered ; no graduation on completion of a prescribed course of work ; in short, a systematic want of system in the administration of the affairs of the country schools. Such is too often the picture presented in this enterprising State—this modern mother of presidents, generals and statesmen.

The educational agencies of the State are the public school, the academy, the independent normal school, the denominational college, the agricultural college and the State and the denominational university. No State aid has been given to normal schools. In addition to the foregoing, the county teachers' institute and voluntary associations have done much to arouse educational zeal, and supply deficiencies in other respects.

INDIANA. This State occupies a front place in the list of educational States. By the constitution adopted in 1816, the general diffusion of learning and knowledge through a community was declared to be essential to the preservation of a free government ; but by the new constitution of 1851, the general assembly was specifically charged "to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all." The act which aimed to realize these provisions of the constitution was passed June 14, 1852, but did not go into practical operation until the first Monday of April, 1853.

The educational forces of the State are thus distributed :

1. *The State Superintendent of Public Instruction* is the official head of the system. He is elected at the November polls, for two years, and receives an annual salary of \$2,500, together with \$600 for general expenses, and \$1,800 for clerk hire. He is charged with the general administration of school affairs in the State, and is expected to render an opinion in writing on matters of controversy arising among

his subordinates. He is expected to attend institutes throughout the State, and to inspect the books of county auditors relative to the proper distribution of school funds.

2. *State Board of Education.* This consists of the State superintendent who is, *ex-officio*, president; the governor, the presidents of the State university, Purdue university and the State normal school, and the superintendents of the three largest cities, which are Indianapolis, Evansville and Fort Wayne. This board performs several important duties, viz: (1) It appoints the board of visitors to the State normal school. (2) It prepares the list of questions used in all the county examinations throughout the State. (3) It grants State certificates to competent persons.

3. *County Superintendent.* This officer has general control of the schools of the county. He is elected by the board of township school trustees on the first Monday in June, to serve for a period of two years. His compensation is four dollars per day for actual service. He is also supplied with an office and the necessary stationery. His duties are briefly as follows: (1) To have general supervision of the schools of the county. (2) To carry out the orders of the county and State boards of education and of the State superintendent. (3) To examine honestly and fairly all applicants for license to teach. (4) To try appeals concerning school matters coming from trustees. (5) To make school reports to county auditor and State school superintendent. (6) To hold a county institute each year. (7) To preside, at least once a year, at township institutes. (8) To keep record of all his proceedings. (9) To visit all the schools of the county at least once a year and to note progress and make suggestions. (10) To do everything in his power to advance the standard of teaching.

4. *County Board of Education.* This body is made up of the township trustees and the county superintendent is, *ex-officio*, chairman. It prescribes courses of study for the schools of the county, establishes rules and regulations for the government of schools, prescribes a uniform series of text-books and through its executive officer, the superintendent, controls the general school interests of the county.

5. *Township Trustees.* Every township has a school officer known as trustee who is the educational manager for the township. He is elected by the people on the first Monday of April, for a period of two years, and receives \$2.00 per day for actual service rendered. He is eligible for two terms only. His duties are: (1) He receives and disburses all school funds for the township. (2) He employs all teachers. (3) He provides all school supplies, such as furniture, maps, charts, globes, etc. (4) He acts, as already stated, in selecting a coun-

ty superintendent and establishing a course of study and a uniform system of text-books. (5) He takes the enumeration of school children and reports to the county superintendent. The functions of this office are exceedingly important to the proper management of schools, and hence none but efficient men should be chosen.

6. *School Director.* Every school district is furnished with one nominal officer known as director. He is elected by the people on the first Saturday in October, for the period of one year. He receives no pay but empty honor. His duties are simple, being (1) To act as chairman of all citizen's meetings for school purposes and to record their decisions, reporting to the township trustee. (2) To take charge of and repair school property, and to provide the necessary fuel for the school and report cost to trustee. (3) To inspect the schools from time to time, and if necessary to exclude refractory pupils therefrom.

Every incorporated town and city has its board of three school trustees, elected by the town council and trustees, who have charge of the management of the schools of said corporation. These trustees employ all teachers and the superintendent, and receive and disburse their own money.

These trustees are paid for their services out of the special school fund,—a wise provision, since men ought not to be expected to perform such important services without proper compensation.

The general educational agencies of the State are the public school, the academy, the independent normal school, the State normal school, the denominational college and university, and the State university. Provision is made for free admission from chartered high schools into the State university, and the entrance into the State normal school is also free of tuition.

Township and county institutes, district associations and State educational conventions have much to do in maintaining a proper enthusiasm among the people.

CLOSING COMPARISONS AND REMARKS.

1. Ohio has a larger institute fund than Indiana has. The money specially obtained from the county commissioners, together with the proceeds of an examination fee of fifty cents from every applicant for a teacher's certificate, constitutes a fund varying from \$100 to \$300 per county. Indiana receives but \$50 with which to conduct an institute, a sum much too small to secure competent instructors. This sum, however, is often increased by voluntary assessment.

2. Ohio has no uniform system of institute instruction. Every county's managers arrange a program for themselves, or leave the mat-

ter wholly to the discretion of the instructors. No definite uniform results can be expected under the circumstances. In Indiana an institute manual of subjects and methods is prepared by the State Board of Education, and this becomes a guide throughout the State. The same general subjects are discussed in every institute. The work thus mapped out becomes a uniform lesson similar to those used in our Sunday schools.

3. In Ohio, every county board of examiners prepares its own list of questions for the examination of teachers. These questions may be good or indifferent according to the competency of the examiners. In Indiana the examination questions are prepared by the State Board of Education, and are uniform throughout the State. Every applicant in the State has the same test on the same day.

4. In Ohio, the schools of the township and of the county have no responsible legal head. They are virtually independent, the only bond of union and communion being the instruction received at the county institutes and associations and the county pride that necessarily takes possession of people. In Indiana, the schools of the township and county are both under recognized supervision.

5. As a result of this condition of things, no uniform course of study, no gradation of work, no graduation of successful students and no uniform system of text-books and instruction characterizes the schools of an Ohio county. In Indiana, such condition of things, as a rule, does exist. Any failure is the exception, not the rule.

6. The town and city schools of Ohio are generally equal to any found in the country. They are provided with good buildings, competent teachers and successful superintendents. The people supply them freely with means. The schools of Indiana, however good they may be, can not and do not excel them.

7. The great need of Ohio is a reorganization of her common schools by the abolition of the sub-district system and the substitution of the township system; the establishment of county supervision; the building up of one or more State normal schools, and the placing of the teacher's work upon a more scientific and remunerative basis.

To accomplish these results will require much missionary work. The secular papers and the stump must lend their aid to the efforts put forth in school journals and teachers' conventions.

In conclusion, I desire to express my obligations for valuable aid in the preparation of this article to my friends, Hon. D. F. De Wolf, State School Commissioner of Ohio, Hon. John M. Bloss, ex-State Superintendent of Indiana, and to County Superintendents A. H. Morris and S. P. Neidigh, of Noblesville and Nashville, Indiana, respectively.

THE TEACHER A POSITIVE FORCE.

BY EUGENE A. TUTTLE, OBERLIN, O.

In Physics we are told that "whatever acts on a body to change its form, state, or relation to other bodies, is a Force." Elsewhere, *force* may mean strength, efficacy, validity, destiny, compulsion, and, in general, *power*.

"Is not a *force*, then, positive from its very nature? Is not *positive force* tautological?" asks the critic. But let us use the term "positive" in its algebraic sense, if you please, indicating a value in itself greater than 0; a quantity making toward absolute increase.

A negative quantity in itself denotes subtraction; a value less than nothing, always to be counted out. But without following too literally an algebraic definition, lest the theory of changing signs, or of negative exponents, or something of that character, bring us to grief, we may say that, whatever a "force" may be in mechanics, we have in mental and moral science positive and negative forces; the one active, progressive; the other, passive, inert, or "advancing backward" only. Not that "positive," and "negative," are necessarily distinguished as *good* and *bad*. For our present purpose the term *positive* will sufficiently define itself by its application.

The teacher, as a positive force, must exert a widening influence for progress and human weal. He must keep step to the drum-beat of advance toward better things. Yea, he must himself sound the note of forward movement, nor decline to lead the van if the fortune of the day shall call him to that high charge.

While the scope of my topic is general, especially would I address teachers in the common schools, who may not, or can not occupy so wide a field as their brothers and sisters of city and town. Although perhaps, in public estimation moving in a smaller sphere than others, the teacher of the common school has no unimportant functions to discharge, no trifling labor to perform. To him, or her, (perhaps the latter pronoun ought rather to be employed as of wider application) as meed of successful work, the laurel of grateful appreciation is no less due than to those of wider field and larger responsibilities.

And it is with pride we confess that in many a humble district school the potent, positive force of an able and conscientious teacher is as apparent as in the most advanced departments of our graded schools. Honor to whom honor is due, and the motto "Excelsior!" for all.

The Constitution of Ohio declares, in the Bill of Rights: "Religion,

morality, and knowledge being essentially necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged by legislative provision, not inconsistent with the rights of conscience." Under this provision, that now has reached the good old age of eighty years, we, as teachers, primarily hold our commissions. The teacher, then, is one of the potent forces designed to secure good government and the happiness of mankind. How best shall he satisfy the conditions of his high calling? How best respond to that enlightened sentiment which prompted our forefathers, of glorious memory, to build the church and schoolhouse side by side, which should stand as "monuments more enduring than brass?"

This is the problem ever before the genuine teacher, how most effectually to employ himself as a force for the general weal. It was a pregnant saying of Montesquieu that, "A republican government needs the whole power of education," and, indeed, what interest does *not* demand this power in its fullest sense, in its ideal perfection?

In our own State there were, in 1881, 1,063,337 youth of school age. Of these, 744,758 were actually enrolled in the schools. The School Commissioner's report for the year ending August 31st, 1881, showed an aggregate number of teachers employed of 23,970—sufficient for an army corps, were it not that something more than half of these were ladies.

Now there must be necessary a considerable amount of momentum in the Force that is to act on this body of youth, if "its form, state, or relation to other bodies" is to be permanently and beneficially affected. Here the teacher is not only a force, but an instrument. He is both power and lever; and, without ignoring other instrumentalities, this pedagogic force is largely responsible to the future for the mental and moral uplifting of society. Not alone to the three millions of population in our State does the teacher of Ohio owe a high and sacred duty, but to the fifty millions of the Republic also.

"As the twig is bent, the tree's inclined." The teacher can not straighten into an erect manhood or womanhood all the crooked shoots. But it is his privilege to aid in the healthful work of pruning and training, yes, even grafting. He stands *in loco parentis* as a co-operator; in many cases, so far as beneficent influence is concerned, *alone* in that sacred relation.

Horace Mann, in clear and forcible utterance, remarks: "Whatever children we suffer to grow up among us, we must live with as men; and our children must be their contemporaries. They are to be our co-partners in the relations of life, our equals at the polls, our rulers in

legislative halls, the awarders of justice in our courts. However intolerable at home, they cannot be banished to any foreign land; however worthless, they will not be sent to die in camps or be slain in battle; however flagitious, but few of them will be sequestered from society by imprisonment, or doomed to expiate their offenses with their lives." What wise and firm direction, what careful and constant oversight, is necessary upon the part of parent and teacher that our youth receive no slightest impulse toward moral disaster! Better still, that in these early and especially susceptible years self-reliant power to resist evil be developed and strengthened!

To be a positive force for good the teacher requires, first, an intimate knowledge of self—a knowledge that will enable him to direct and use his own powers to the noblest advantage—a knowledge that teaches self-control, and with it the ability to control others. From the subjective study of mental science one may better judge how to address himself to the habits of thought, mental traits, and susceptibilities of others. Man is a microcosm—a little world of thought, emotion, sensibility, conflicting desires—a bundle of the good and the ill. The child is a little man, often very precocious, and the teacher must not only "become as a little child," but must address himself to the boy or girl as to the coming man or woman. To know the child we must know ourselves. An accomplishment not gained in a day, nor by desultory introspection, this knowing one's self.

"Skill in the method or art of teaching," says Noah Porter, "as distinguished from the possession of knowledge, depends almost entirely upon the power of a man to measure and judge of the effect of his instructions. * * * What truths are most easily and naturally received at first, or as the foundations of others? What illustrations and examples are most pertinent and satisfactory? What degree of repetition and inculcation is required in order to cause the instruction to remain? How can individual peculiarities of intellect be successfully addressed, and, if need be, corrected? Such questions," the author continues, "can only find answers through the habits and knowledge which come from intelligent self-study." In a word, this teaches the teacher how to teach.

Again, the teacher must be a positive *moral* force, in school, and out of it. Without the sure equipment of upright character a teacher is a blind guide, or, worse, a pernicious example. He is a crooked copy from which his pupils transcribe ugly and misshapen characters, with many a blot upon the fair pages of their minds. "Education," says President Porter again, "is even more than the communication of knowledge. It includes the training of the sensibilities, which

are the springs of action, and the forming and fixing of the character." How, then, can a teacher without healthful moral force properly *educate*?

"Every intellectual force is virtually a moral force," says Ogden, in his *Science of Education*, (a book which should be in the hand of every educator.) "Earnestness, enthusiasm, love of children, personal magnetism which leads and does not need to drive, high moral purpose," are summed up by Commissioner Burns as characteristic of the good teacher. "What kind of a *man* is he? Does his pure character shine through his acts and brighten his life?" are added as important questions. The qualifications named materially assist to make the teacher a force in the school room. He must be *en rapport* with his pupils, from the infant abecedarian to the big boy who is over in equations of the second degree. "The teacher is the soul of the school," and should have that wholesome balance of intellect, sensibility, and will, which produces harmony and effective co-operation. To him and to the parent is given the commission, "train up the child in the way he should go," to make manly men, and womanly women, as well as proficient scholars.

Dr. Thomas Arnold, the revered "Arnold of Rugby," "made much," we are told, "of what he called *moral thoughtfulness*," in his pupils, and the harmonious adjustment of moral and mental force in the good Doctor, no less than his scholarly attainments, made him a "positive force" indeed. The teacher, to be an effective force, ought to be a good workman. Order, dispatch, and promptness are homely virtues, but, unfortunately, do not have their home in every school-room. Regard for these, practically shown by the teacher, and manifest ability in every department of study, beget respect for him or her on the part of the pupil. A teacher, puzzling in vain over an intricate problem in annuities, while the second class is waiting to spell and Johnny "wants to go out," and Sarah drops her slate, experiences the difficulty of "too many irons in the fire," and wishes, perhaps, "that the school were in Texas!" His chafe communicates a feverish restlessness to the school; for it is generally an accurate thermometer of the teacher's temperature, and the day is spoiled by an untoward spirit of misrule. Most schools may have their "bad days"—the weather (potent entity, and indispensable scape-goat, what do we not owe to thee?) perchance is to blame—but, like a veteran officer with troops under fire, the teacher needs most to be collected when the odds are heaviest. He should be, literally, *gubernator*, the governor of the school—the captain of the ship, with every rope and belaying pin in place, and the crew in orderly, respectful subjection.

Our teacher ought to be, if possible, "in harmony with his environment," to have a liking for his work—be not like truant urchin whipped to school. Otherwise, no wonder that "the whole head is sick, and the whole heart faint," and that the tingling nerves seem swept by every careless touch. A beast of burden under spur and lash is an unwilling, a *negative*, force. If the burden be too heavy, or awkwardly adjusted, it constantly galls and torments. Thorough equipment in practical details, combined with that wise ability to regulate and harmonize which we call *tact*, will relieve the teacher of much of the burden.

It seldom is the actual labor that kills, but mental fret and wear of jaded nerves. For these, relief of some sort is necessary; relaxing vacations, healthful mental friction among good books, or friends more personal. In some way there must be the healthy mind in the sound body, otherwise the teacher must eventually join the "innumerable caravan" whose fate is summed in the terse epitaph "Died of overwork and worry." To maintain its resilient power, pressure on the spring must be sometimes relaxed.

To preserve himself, or herself, as a force the teacher must introduce so much of variety, without distracting novelty, into the sameness of scene and monotony of labor as shall freshen and enliven the routine. Outside of the schoolroom, the debating society, singing class, or Chautauqua circle, may help in this direction. In fact, especially in our smaller towns, the pastor and the teacher are commonly expected to be the organizing and directing forces in these matters. In a western village near which my lot once was cast, amid a community enjoying superior social privileges, the principal of the village school was expected to be a large factor in the social party, the Ladies' Mite Society, and the weekly debating club, besides teaching a Bible class on Sundays and leading the choir.

It would scarcely be best for the teacher always to assume all of these large duties, but in every matter of public interest he should be able to exert a potent influence and no uncertain force. In questions of morals, public or private he should be a wise radical, and yield, when duty demands utterance, no uncertain sound. Undue partisan zeal in politics or religion may be avoided, while a firm and unequivocal stand is taken for one's convictions of right.

But, to return to the schoolroom, I remark that the teacher must be a standing "committee of ways and means," fertile in expedients, skillful in their adjustment, and able to profit by his own tuition under that stern schoolmaster, experience. It has been tersely remarked that "the *method* of drawing water from an empty cistern is somewhat

difficult of mastery." The cistern, if we must confess to an empty condition (I daren't use the plural pronoun otherwise than as an "editorial" *we*), the cistern, I say, may be replenished by teachers' associations, educational publications, and by other sources of supply.

Long fasting, mental or physical, is not conducive to vigor.

"As iron sharpeneth iron" so are the wits edged and brightened by friction with other minds. The tool that never requires sharpening must needs be of extraordinarily fine temper.

So far as in him lies the pedagogue should see that all the facilities allowed by law to secure school libraries and equipment are employed. Every sub-district in Ohio by law may have apparatus and a constantly growing library. It goes without saying that scores of our schools are miserably unfurnished through criminal neglect somewhere. The teacher is responsible to himself and to his "constituents" for employing every available means of information and culture. Not always will his efforts be appreciated. He will, time and again, "waste his sweetness on the desert air," and if he does not actually "blush unseen" at prevailing ignorance and stupidity, his, or more probably, *her*, blushes will be alike unavailing. Notwithstanding, the labors of the teacher are demanded alike in fertile, and in barren, soil, and will often yield an unexpected harvest. Though a powerful force the teacher need not be necessarily a violent one. Education may be, in isolated cases, not a *drawing-out* alone, but a *driving-in*. At least, the latter process seems needed sometimes in the inculcation of manners. Solomon's precept as to the use of the rod ought not always to be ignored. However, silent forces are often most powerful. Mr. Whittier describes his teacher as "brisk wielder of the birch and rule." Not alone that, nor yet simply a medium of communication between the pupil's mind and the Delphic mysteries of the text-book, need the teacher be, but a gentle force, like the sunshine and the rain which bring forth bud and blossom from the dormant soil. You remember the ancient wager between Sun and Wind as to which could first strip a traveler of his cloak, how the wind spent its fury in vain, but the quiet, though fervent, rays of the sun soon compelled the pedestrian to doff the garment.

The unstable character of instruction in our common schools, owing to a constant change of teachers, makes it difficult for one to impress himself so radically for good as long employment might make it possible for him to do.

But, however short a teacher's stay, incompetence or carelessness will impress itself in definite results. The bad springs up, like noxious

weeds, without tendance or observation; the good flourishes only by care and constant cultivation.

The instructor does not know how many future teachers may be receiving their first impressions under his hand, nor how his excellences or defects are to make or mar in school rooms for decades to come. "*Nulla palma sine pulvere*," is a good old proverb. "No palm without the dust of the race." "No excellence without labor."

In the making of rag carpets there is what is technically termed the "hit-or-miss stripe," composed of rags of all sorts and colors. But however beautiful such a stripe may be in a carpet, the hit-or-miss plan is not the one best adapted to secure harmony of design in school work. Our teaching should be of definite color, regular in plan, with an ideal of perfection.

In an essay on "Ideals of Education," read by Rachel S. Bailey, before the Belmont County Teachers' Association, it was said of educators: "It behooves them to know what education is * * * and the object it has in view. * * * It requires a more skillful operator, a finer workman, than to sway the rod of empire, to follow the intricacies of political action, to guide the vessel over the pathless deep, or to control the commerce of nations."

Said the honored President, then Professor, Andrews of Marietta College, in an address before the Ohio State Teachers' Association, in 1854; the teacher "must go down to nature's method if he would benefit the child; he must lift himself up to science if he would benefit himself." The speaker went on at length to show the relation of self-culture to the culture of other minds; the interdependence of subjective and objective training.

The teacher, then, is a positive force in the degree in which he cultivates these mutual relations. His duty to himself includes his duty to his pupils and to the community at large. He must give the most that in him is to his work, and the elevation of that is his own advancement, not only in a material, selfish sense, but with a large and noble meaning. From the narrow enclosure of the school room, from the humble sphere of a small routine, may thus emanate an influence which shall spread world-wide, and gather, more and more, unmeasured blessing in its train.

The man who has lived most is not he who has survived the greatest number of years, but he who has experienced most of life.—*Rousseau*.

PLAGIARISM AGAIN.

CHAS. W. SUPER, ATHENS, O.

The article on plagiarism by Prof. Richard in the May number of this magazine recalls to my mind the fact that it is one of those words which, like *villain*, *miscreant*, and others of the same class, have a history well worth telling, because their present meaning has but the faintest connection with that which they once had. It will be impossible in the space of a few pages to trace its career with much fullness of detail, but the general course of its fortunes may be followed. It first appears on the stage in Greek garb in the word *plagios*. Every reader of the *Anabasis* will recall the word in Xenophon's description of the scythe-armed chariots, where it is used in the sense of "oblique," "slanting," "placed sidewise." When used of the moral quality of an action it meant "dishonest," "treacherous." So in Latin, any dishonest act might be called a *plagium*, which was either borrowed from the Greek, or of cognate origin. Likewise in English we speak of persons and their acts as "straightforward," "upright," "crooked," and the like. Oblique and obliquity were formerly more used to designate the character of actions than they are at present. In Drayton's *Muses' Elysium* we find,

"For that the love we bear our friends,
Tho' ne'er so strongly grounded,
Hath in it certain *oblique* ends,
If to the bottom sounded."

South, in one of his sermons, says, "There can be no such thing in nature as an honest and lawful envy; but it is intrinsically evil and imports in it an essential *obliquity*."

In the writings attributed to Shakspeare, "oblique" occurs twice, in one passage clearly in a moral sense. The Greek verb formed from the adjective will naturally mean "to turn aside," "to make oblique," though it seems not to occur in pure classical Greek. I find no record of it earlier than Plutarch, except in the Septuagint where it means "to deceive." In the vocabulary of the grammarians it means to "inflect," and it is well known that all the cases except the nominative used to be called oblique cases. The Latin *plagium* is defined in Roman law as "Crimen, quo quis sciens liberum hominem aut alienum mancipium dolo malo vendit, emit, donat, celat." It is depriving a free man of his liberty or appropriating another's slave to one's own use or profit. The *plagiarius* is then one who commits this crime. Cicero, in a letter to his brother Quintus, uses the word in this sense, as does also Seneca. Both passages are cited in Harper's Latin lex-

icon; but the reference to the latter should be Tranq. 8, 3 (not 4). The form *plagiator* is used by Tertullian and in the Vulgate, but probably not earlier. In this form it is sometimes used by German writers, though it can hardly be said to be fully naturalized in their language.

The frequency of the crime of *plagium* in its technical sense may be inferred from the frequent legal enactments relating thereto, and the augmented penalties affixed. The first Roman law on record having special reference to the punishment of *plagium* was passed during the latter years of the Roman Republic. The penalty was a fine. The crime of slave-stealing had doubtless been committed often enough before the passage of this law, but it was punished as theft merely. From time to time the penalty was increased until the maximum was reached under Constantine who ordained that the transgressor, if a free man, should be decapitated; if a slave, thrown to the wild beasts. This kind of theft was perhaps, owing to the probable connivance of the slaves, easier to commit than any other, hence its frequency.

The only known passage of the word *plagiarius* in the sense of a literary thief occurs in the fifty-third epigram, book first, of Martial, who died about the year 100. The author speaks of his writings as manumitted slaves that some other person had taken up and claimed as his own. This passage has a peculiar interest as showing how the transition from its original meaning to the present meaning of the word *plagiarist* was made. The appositeness of Martial's comparison is sufficiently evident.

It is probable that as long as the Roman empire existed, or even as far as the Latin language was vernacular, the word continued to be generally used in the two senses above considered. Even in the French we find both. Littré defines *plagiaire*, the representative of the Latin *plagiarius* thus: 1st. Au sens propre, celui qui détourne les enfants d'autrui, qui debauché et dévole les esclaves d'autrui. 2nd. Celui qui prend dans un ouvrage qu'il ne cite pas, des pensées, des expressions remarquables, ou même, des morceaux entiers.

Here we see that the meaning has been extended to include children as well as slaves. The French has followed the Latin so closely that like the Italian it has no verb corresponding to our plagiarize, though the Spanish has. Why the French longest retained traces of the original meaning may be owing to the fact that as late as the 8th century the slave trade was extensively carried on within the limits of France. The frequent occurrence of kidnapping then kept the technical term in use and alive after it had ceased to exist elsewhere, or been supplanted by other words. The verb plagiarize, now common

enough, was little if at all used before the present century, and it is neither in Johnson nor Richardson, though both give the noun and the adjective. The former defines "plagiarism" as the crime of literary theft. Sir Thomas Brown uses "plagiary" and "plagiarism" as synonymous in two contiguous sections. Johnson uses "plagiary" just as Coleridge uses "plagiarist." To the two words given by the former, Richardson adds "plagiarism." Minsheu, a contemporary of Shakspeare, spelt "*plagiariē*" and defines it to mean "one that steals or takes free people out of one country, and sells them in another for slaves; also a book-stealer, a book-thief." Here both the spelling and the definition savor strongly of French. I need take no account of those dictionaries that are within easy reach of everybody, at least of every teacher. I may add that Skeat's etymology seems to me open to question, though this is not the place to consider objections thereto.

THE TEACHER'S GREAT RESPONSIBILITY.

BY C. W. BENNETT, PIQUA, O.

The true teacher lives in the hearts and lives of his pupils, and exerts a power over them in the formation of right habits often much stronger than the parent's influence. It is impossible to reform a child within a few weeks or a term. To counteract unfortunate home influence, to correct the alarming results of street rambling and of pernicious reading thrown into our door yards, and to quicken into life the latent capabilities of child nature, is a perplexing problem. But this, with all else moral teaching may include, should be our constant aim. To shrink from it is cowardice. This age is proverbial for dodging. Teachers are not exceptions. We are wont to shift responsibility upon some one else. It is sometimes argued that the duty of the teacher is to teach, that he is only accountable for the imparting of knowledge; and that he is no more responsible for the moral culture of children than the merchant or mechanic. True, every citizen, of whatever branch of business, is expected to be an upright man and to radiate moral influence. Every one should be impressed that true morality is the essential element of good society, and that he is in a certain sense the center of a small community which takes its impression of right or wrong from him. But to the teacher a special commission is given, and of him is expected a central and symmetrical force of character, together with an aptitude to mould into shape the moral nature. Socrates having consulted the Delphian oracle with reference

to his life work, felt assured that he was instructed thereby to employ his time and talents "for the highest good of his fellow men by teaching wisdom, and illustrating its royal worth by example." A kindred inspiration should stimulate us to use our best efforts in the most liberal cultivation of both mind and heart. A school is not well taught, in the proper acceptation of the term, unless there be in it the broadest culture of the present, and the highest aspirations for future good. I am aware that various standards are set up to measure teachers' skill, and these standards differ according to what is considered the most important end to be reached. One ranks a teacher by his power to teach language; another, by his aptitude to develop business energy from the science of numbers; still another declares that reading is the fairest test, that any one who can teach reading successfully possesses the skill to instruct well in all other branches. But I have a settled conviction that the only proper estimate of value in the school room is the ability to make true men and women. The highest order of instruction is to develop and determine character. Character is more than scholarship. It is better to make of a boy a good citizen than to make him a good scholar. It is far more important to ask concerning him how much of a man is he than what is his class rank. Let it be our chief concern to promote in our school work the principles of right living. And this may be accomplished in each day's employment. It must come from our personal contact with pupils. Frequent private admonitions and familiar talks with pupils will most certainly inculcate moral honesty, uprightness, temperance, obedience to law, loyalty to government, civil or divine.

In later years, I have changed my views with reference to much of the lawlessness and insubordination of school life. I believe there are fewer bad boys than we are willing to admit. Many a boy gets to himself a bad name because of the rapidly developing faculties within him which are seeking employment. Much of what passes for juvenile depravity may be easily accounted for. Mischief is not meanness, it is misdirected energy. Intentional wrong-doing is generally the farthest from the boy's thought. The force of temptation and impulse overcomes his own choice and power of resistance, while the imprudence, ill-temper, or reckless haste of the teacher sometimes prompts him to make an example of such an unlooked-for infraction, lest advantage be taken of it to overthrow good order. This is an enormous blunder and cannot be easily excused. The evils of the human heart cannot be cured by harshness; what your boy needs is fair play. What most people of older growth need is more of kindness and forbearance. If a boy has lost his rank among the pure and good, win

him back again. He cannot be forced to change his desires. Repression will most likely drive him beyond the power of your influence, but he will take pride in earning his way back to a forfeited place in good society.

I do not believe that character can be most easily wrought upon by moral lessons given at stated times. The effort made prominent may tend to defeat its purpose. And yet, I am clearly persuaded that no opportunity should be passed when a good moral effect can be produced.

The rising generation will furnish our public leaders, and prominent aspirants for places of preferment. A very small minority of vicious, ignorant men can defeat justice. The utterance of Gen. Garfield comes to us with a peculiar force: "The children of to-day will manage the affairs of this country in 1900." To prevent fraud and corruption from undermining the best elements of citizenship or of national legislation, we must induce the school-boy of to-day to be upright and true, to hate vice and to love virtue, to set his face rigidly against counterfeits and frauds, and to practice in all his dealings with his mates, the principles of justice and moral honesty. There are many children who hardly know from home training what any of these things mean; who think it right to deceive because their parents have taught them to deceive; who have an utter disregard for virtue, for they have daily examples of profanity and wretchedness. There is in your school, fellow teacher, the coarse, neglected child, whose whole life has been under a cloud; he looks upon you with suspicion, and is expecting rough treatment. His countenance tells the sad tale of neglect and abuse. No one can calculate the value of the thoughtful teacher to a life like this. Let us come very near to such children. Let us reach their hearts by the shortest road, help to lift the burden and dismiss untimely cares. Let us point out to them, with all diligence, the worth of a good name, and set before them, under every circumstance, the healthful example of unblemished manhood and womanhood. These impressions shall never be lost. Drops form the ocean; atoms make up worlds; little things establish and determine real worth.

On the summit of the Rocky Mountains are two narrow passes leading from the basin on the summit level. They carry the water to the two oceans. A little disturbance on this level will change the course of the water. By a slight motion of the hand it may be made to course its way through long circuitous journeys and flow into one of the two great oceans. Our profession furnishes us many striking analogies of this. In the life of every child there is a summit level.

To the teacher is delegated the high function of finding these levels. Through him human destiny is to a degree fashioned and fixed. The profession of teacher is an exalted privilege, a great responsibility. Now if this be true, if the teacher is *in loco parentis* within school hours, if he is to assume the guardianship and instruction of children through their tender years, to give them the highest culture in morals and manners when the mind is plastic and capable of receiving any impression, with what heartfelt candor, and genuine integrity should one live in the presence of children!

It is related that the Emperor of Germany while visiting the school-children of a distant parish picked up an orange and asked of a little girl to what kingdom it belonged. "To the vegetable kingdom, sire," was the prompt reply. Taking a coin from his pocket he asked "To what kingdom does this belong?" and she said, "To the mineral kingdom." Then said he, "To what kingdom do I belong?" The little girl colored deeply, for she feared that His Majesty would be offended should she answer "to the animal kingdom." A bright thought came, and she said, "You, sir, belong to God's kingdom."

The Emperor was deeply moved, and, placing his hand upon the child's head replied, "Grant that I may be accounted worthy of that kingdom."

Let us aim to make ourselves worthy of the positions we occupy by bringing to them, with each succeeding year, a more liberal preparation and better practice; and let us fully appreciate the fact, that in all the walks of life

"The world wants men,—true men,—
Who cannot be bought or sold;
Men who scorn to violate trust;
Genuine gold.

The world wants men,—pure men,—
Free from the taint of sin;
Men whose lives are clean without
And pure within."

HOW TO TEACH SPELLING.

Words in common use may, for spelling purposes, be divided into two general classes—those which readily admit of mistakes, and those which only a genius for originality in spelling can pervert from their usual form. To attempt to teach the latter class is a waste of effort on the part of the teacher, and deprives the pupil of opportunities for in-

struction in other things. In no subject more than in spelling should care be taken to review the ground covered in preceding grades. To fix words in the mind can easily be accomplished by occasional reviews, but to recall them after having been forgotten imposes greater labor on both teacher and pupil. To learn in a lower grade the spelling of certain important words is of little benefit to pupils, if they are allowed to fade from the mind through lack of proper attention on the part of teachers in the higher grades.

The important words of the reading lessons, in connection with lists of miscellaneous words judiciously graded, have in most schools been intelligently and efficiently taught. The daily spelling exercises, carefully written and arranged in an orderly manner, have not only tended to improve the spelling, but also to establish, even in the lower grades, legible writing and the correct use of capitals and of punctuation marks.

In the sentences written from dictation—sentences based upon the ground covered—more errors were found than in the spelling of words given singly; but the errors were generally more frequent among familiar personal names and monosyllabic and other short words commonly used. Teachers should, therefore, pay closer attention to the spelling of such names and words, but care should be taken that the pupils be not overtaxed in attempts at mastering difficult names or even distinguished personages.

In the primary departments the selection of lists of miscellaneous words has been more carefully attended to than heretofore.

In all the grades oral spelling continues to improve; and in those grades in which words are written on slates from dictation, the results also show a decided improvement. Occasionally, in the sentences which the pupils in the first and second grades are required to construct and to write on their slates, there are errors in spelling which do not occur when the same words, selected from the reader or from the list of familiar words, are dictated by the teacher: as in grammar departments, these errors are chiefly made in writing monosyllables in common use.—*New York City School Report.*

1. *Combine Methods.*—Teachers should make a judicious combination of the oral and the written method of recitation in spelling. The oral method helps to secure correct pronunciation and awaken a lively interest, while the written method trains the eye to recognize the form of words, and is the more practical in its results.

2. *Names of Objects.*—Give pupils occasional exercise in spelling the names of objects with which they are familiar. These may be

taken in classes or groups, as the names of domestic animals, the names of birds, the names of trees, the names of flowers; or they may be taken promiscuously, as the names of objects found in the parlor, seen on the way to school, or heard in passing along the street. The teacher should not, however, rely on this as a general exercise; nothing is so reliable for teaching correct word-forms as the plan of grouping according to some analogy of spelling or sound.

3. *Geographical Names.*—With the advanced classes it will be found a profitable exercise to spell both geographical and biographical names, as the capes of the United States, the names of American poets, English novelists, or American historians. The exercise may, with a little help from the teacher, be made suggestive and exceedingly interesting.

4. *Spelling Sentences.*—Vary the spelling exercise occasionally by dictating sentences, and require pupils to spell these. Vary the exercise by having pupils select such words as may be dictated by the teacher, and incorporate them in sentences of their own construction. Sentences may be read from newspapers or interesting books, and these be written down by the pupil. Due care should of course be exercised by the teacher that the pupils use capital letters and punctuation-marks correctly, so far as they have been taught.

5. *Pre pronunciation.*—In assigning the work for the next day the teacher should pronounce the lesson for the pupils, that they may study the words understandingly. This exercise may be varied by having the pupils pronounce, while the teacher holds himself in readiness to correct any errors made. The exercise may be varied also, particularly in primary classes, by the teacher's pronouncing the words and having the pupils imitate him.

6. *Difficult Words.*—The teacher should select such words as are often misspelled, and give pupils frequent exercises in spelling these. Too much of our teaching of spelling has been valueless because we have followed the text-book too closely in this as in other branches. Such words as *neither, piece, seize, leisure, many, very, great, forty, their, there, until, fulfill*, etc., among the words of every-day use, ought to receive close attention; and thus also with words not so frequently used, such as *separate, beginning, director, absence, develop, judgment*, and many others.

7. *Special Words.*—In assigning a lesson the teacher should call attention to any special words that are likely to be misspelled or that present any special difficulty. Thus, he may call the attention of pupils to the fact that *preparation*, for instance, is derived from *prepare*, and is never, therefore, correctly spelled *preperation*, as we so often

find it. Thus, also he may show that the basis of *intention* is *intent*, while that of *intension* is *intense*. The writer succeeded in correcting the habit, in a young man, of spelling the word *preparation* with an *e* before the *r* by simply writing the word on a card and handing it to him, with the request that he would carry it in his vest-pocket for a little while. He has also frequently succeeded in correcting the habit of spelling *existence* with an *a* after the *t* by calling the attention of a class to the fact that of the two words *existence* and *resistance*, the former begins with *e* and ends with *ence*, while the latter does not begin with *e* and ends with *ance*.

8. *Exchanging Slates*.—A great advantage arises from having pupils exchange places at the blackboard or exchange slates in correcting work. It makes pupils critical to observe the mistakes of others, and thus at the same time aids their own spelling. Proof-readers, the best spellers in the world, gain their efficiency largely by this process of criticism.

9. *Syllabication*.—Exercises in dividing words into the syllables of which they are composed is valuable, not only in teaching pupils to divide words properly, but also in training them to observe closely the relation of different parts of words.

10. *Groups of Words*.—Some teachers oppose the use of a spelling-book. In such cases the teacher must of course originate a substitute. In doing so he should group the words according to some analogy, and dictate them to pupils, so that they may be copied into blank-books for future use. There is, however, great waste of time in collecting words where no book is used, and still greater waste where words are grouped without system, and the pupil compelled to study and spell at random as the words may be called from reading-lessons. The fault lies not in the spelling-book, but rather in the fact that many who use it are deficient in their methods of teaching.

11. *Phonic Spelling*.—Pupils should be required to spell words both literally and phonically. A word is spelled literally by naming the letters of which it consists in their proper order, and phonically by giving the elementary sounds of which it consists in their proper order. For instance, *c a t* is the literal spelling of the word *cat*, while the phonic spelling of the same word would be properly represented by *k ã t*. To say that the former, *c a t*, spells *see eighty* is absurd. The mistake arises from either an ignorant or a perverse misunderstanding of the difference between literal and phonic spelling.

Pupils learn to distinguish the silent letters and the powers of the various letters much more readily by a combination of both literal and phonic spelling.

Our teacher ought to be, if possible, "in harmony with his environment," to have a liking for his work—be not like truant urchin whipped to school. Otherwise, no wonder that "the whole head is sick, and the whole heart faint," and that the tingling nerves seem swept by every careless touch. A beast of burden under spur and lash is an unwilling, a *negative*, force. If the burden be too heavy, or awkwardly adjusted, it constantly galls and torments. Thorough equipment in practical details, combined with that wise ability to regulate and harmonize which we call *tact*, will relieve the teacher of much of the burden.

It seldom is the actual labor that kills, but mental fret and wear of jaded nerves. For these, relief of some sort is necessary; relaxing vacations, healthful mental friction among good books, or friends more personal. In some way there must be the healthy mind in the sound body, otherwise the teacher must eventually join the "innumerable caravan" whose fate is summed in the terse epitaph "Died of overwork and worry." To maintain its resilient power, pressure on the spring must be sometimes relaxed.

To preserve himself, or herself, as a force the teacher must introduce so much of variety, without distracting novelty, into the sameness of scene and monotony of labor as shall freshen and enliven the routine. Outside of the schoolroom, the debating society, singing class, or Chautauqua circle, may help in this direction. In fact, especially in our smaller towns, the pastor and the teacher are commonly expected to be the organizing and directing forces in these matters. In a western village near which my lot once was cast, amid a community enjoying superior social privileges, the principal of the village school was expected to be a large factor in the social party, the Ladies' Mite Society, and the weekly debating club, besides teaching a Bible class on Sundays and leading the choir.

It would scarcely be best for the teacher always to assume all of these large duties, but in every matter of public interest he should be able to exert a potent influence and no uncertain force. In questions of morals, public or private he should be a wise radical, and yield, when duty demands utterance, no uncertain sound. Undue partisan zeal in politics or religion may be avoided, while a firm and unequivocal stand is taken for one's convictions of right.

But, to return to the schoolroom, I remark that the teacher must be a standing "committee of ways and means," fertile in expedients, skillful in their adjustment, and able to profit by his own tuition under that stern schoolmaster, experience. It has been tersely remarked that "the *method* of drawing water from an empty cistern is somewhat

difficult of mastery." The cistern, if we must confess to an empty condition (I daren't use the plural pronoun otherwise than as an "editorial" *we*), the cistern, I say, may be replenished by teachers' associations, educational publications, and by other sources of supply.

Long fasting, mental or physical, is not conducive to vigor.

"As iron sharpeneth iron" so are the wits edged and brightened by friction with other minds. The tool that never requires sharpening must needs be of extraordinarily fine temper.

So far as in him lies the pedagogue should see that all the facilities allowed by law to secure school libraries and equipment are employed. Every sub-district in Ohio by law may have apparatus and a constantly growing library. It goes without saying that scores of our schools are miserably unfurnished through criminal neglect somewhere. The teacher is responsible to himself and to his "constituents" for employing every available means of information and culture. Not always will his efforts be appreciated. He will, time and again, "waste his sweetness on the desert air," and if he does not actually "blush unseen" at prevailing ignorance and stupidity, his, or more probably, *her*, blushes will be alike unavailing. Notwithstanding, the labors of the teacher are demanded alike in fertile, and in barren, soil, and will often yield an unexpected harvest. Though a powerful force the teacher need not be necessarily a violent one. Education may be, in isolated cases, not a *drawing-out* alone, but a *driving-in*. At least, the latter process seems needed sometimes in the inculcation of manners. Solomon's precept as to the use of the rod ought not always to be ignored. However, silent forces are often most powerful. Mr. Whitier describes his teacher as "brisk wielder of the birch and rule." Not alone that, nor yet simply a medium of communication between the pupil's mind and the Delphic mysteries of the text-book, need the teacher be, but a gentle force, like the sunshine and the rain which bring forth bud and blossom from the dormant soil. You remember the ancient wager between Sun and Wind as to which could first strip a traveler of his cloak, how the wind spent its fury in vain, but the quiet, though fervent, rays of the sun soon compelled the pedestrian to doff the garment.

The unstable character of instruction in our common schools, owing to a constant change of teachers, makes it difficult for one to impress himself so radically for good as long employment might make it possible for him to do.

But, however short a teacher's stay, incompetence or carelessness will impress itself in definite results. The bad springs up, like noxious

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Our teacher ought to be, if possible, "in harmony with his environment," to have a liking for his work—be not like truant urchin whipped to school. Otherwise, no wonder that "the whole head is sick, and the whole heart faint," and that the tingling nerves seem swept by every careless touch. A beast of burden under spur and lash is an unwilling, a *negative*, force. If the burden be too heavy, or awkwardly adjusted, it constantly galls and torments. Thorough equipment in practical details, combined with that wise ability to regulate and harmonize which we call *tact*, will relieve the teacher of much of the burden.

It seldom is the actual labor that kills, but mental fret and wear of jaded nerves. For these, relief of some sort is necessary; relaxing vacations, healthful mental friction among good books, or friends more personal. In some way there must be the healthy mind in the sound body, otherwise the teacher must eventually join the "innumerable caravan" whose fate is summed in the terse epitaph "Died of overwork and worry." To maintain its resilient power, pressure on the spring must be sometimes relaxed.

To preserve himself, or herself, as a force the teacher must introduce so much of variety, without distracting novelty, into the sameness of scene and monotony of labor as shall freshen and enliven the routine. Outside of the schoolroom, the debating society, singing class, or Chautauqua circle, may help in this direction. In fact, especially in our smaller towns, the pastor and the teacher are commonly expected to be the organizing and directing forces in these matters. In a western village near which my lot once was cast, amid a community enjoying superior social privileges, the principal of the village school was expected to be a large factor in the social party, the Ladies' Mite Society, and the weekly debating club, besides teaching a Bible class on Sundays and leading the choir.

It would scarcely be best for the teacher always to assume all of these large duties, but in every matter of public interest he should be able to exert a potent influence and no uncertain force. In questions of morals, public or private he should be a wise radical, and yield, when duty demands utterance, no uncertain sound. Undue partisan zeal in politics or religion may be avoided, while a firm and unequivocal stand is taken for one's convictions of right.

But, to return to the schoolroom, I remark that the teacher must be a standing "committee of ways and means," fertile in expedients, skillful in their adjustment, and able to profit by his own tuition under that stern schoolmaster, experience. It has been tersely remarked that "the *method* of drawing water from an empty cistern is somewhat

difficult of mastery." The cistern, if we must confess to an empty condition (I daren't use the plural pronoun otherwise than as an "editorial" *we*), the cistern, I say, may be replenished by teachers' associations, educational publications, and by other sources of supply.

Long fasting, mental or physical, is not conducive to vigor.

"As iron sharpeneth iron" so are the wits edged and brightened by friction with other minds. The tool that never requires sharpening must needs be of extraordinarily fine temper.

So far as in him lies the pedagogue should see that all the facilities allowed by law to secure school libraries and equipment are employed. Every sub-district in Ohio by law may have apparatus and a constantly growing library. It goes without saying that scores of our schools are miserably unfurnished through criminal neglect somewhere. The teacher is responsible to himself and to his "constituents" for employing every available means of information and culture. Not always will his efforts be appreciated. He will, time and again, "waste his sweetness on the desert air," and if he does not actually "blush unseen" at prevailing ignorance and stupidity, his, or more probably, *her*, blushes will be alike unavailing. Notwithstanding, the labors of the teacher are demanded alike in fertile, and in barren, soil, and will often yield an unexpected harvest. Though a powerful force the teacher need not be necessarily a violent one. Education may be, in isolated cases, not a *drawing-out* alone, but a *driving-in*. At least, the latter process seems needed sometimes in the inculcation of manners. Solomon's precept as to the use of the rod ought not always to be ignored. However, silent forces are often most powerful. Mr. Whittier describes his teacher as "brisk wielder of the birch and rule." Not alone that, nor yet simply a medium of communication between the pupil's mind and the Delphic mysteries of the text-book, need the teacher be, but a gentle force, like the sunshine and the rain which bring forth bud and blossom from the dormant soil. You remember the ancient wager between Sun and Wind as to which could first strip a traveler of his cloak, how the wind spent its fury in vain, but the quiet, though fervent, rays of the sun soon compelled the pedestrian to doff the garment.

The unstable character of instruction in our common schools, owing to a constant change of teachers, makes it difficult for one to impress himself so radically for good as long employment might make it possible for him to do.

But, however short a teacher's stay, incompetence or carelessness will impress itself in definite results. The bad springs up, like noxious

tle men. The finer their manners the better, though these should rest upon a substratum of something besides manners. Children catch a trick of manner very quickly. An untidy teacher has a far more unwholesome effect upon pupils than one who works out cube root with difficulty. It would even be a good thing if the teacher understood all the refinements of etiquette, provided that nothing more important had been sacrificed in acquiring them; but, in that case there should be sufficient judgment not to urge these niceties upon children whose parents would grumble at them. The teacher must have tact to see that many kinds of knowledge must be withheld until the pupils themselves begin to reach out for them.

A social disposition is of great value to a country teacher. To know the habits and wishes of the parents is a great help in instructing the children. To be liked and sustained by the parents gives one power over the children. To be useful and entertaining in society gives one the support of the whole community. If you are admired and loved by those your pupils admire and love, they are eager to follow out your plans instead of being goaded to it; and the more widely you exert among the people outside your school the same influence you exert in school, so much the more powerfully the combined energy of the whole village will work toward the ends you consider valuable.—*Selected.*

GRADUATION IN DISTRICT SCHOOLS.

A "Course of Study" has been successfully introduced into all of the best district schools in Indiana, and will in a short time be in every district in the country.

The proper plan to be pursued with an unorganized district school, is to begin by introducing a specific course of study and graduation will follow as a natural consequence. The "course" is the antecedent and graduation is the consequent, and these two things are as inseparably connected as the two terms of a mathematical ratio.

The logical outgrowth of such an organization of the district schools is a system of graduation. The mastery of the branches of the common school course is a work the completion of which by any pupil deserves to be handsomely recognized. It requires ten or twelve years of hard work to do it, while any one who has accomplished it can complete the course in any college in one-half the time.

The plan pursued in this county, and with perhaps slight variations by the superintendent of this State, is to examine all the applicants in

the county on the same day upon questions prepared by the county superintendent.

The examination is in writing and is conducted by the teacher, but the papers are graded by the superintendent, and an average of 75 per cent., with no branch under 50 per cent. is required before diplomas are granted. All successful applicants are required to recite in public an original oration, after which beautiful lithographed diplomas, signed by teacher, trustee, and county superintendent, and certifying to the proper deportment and proficiency of its possessor, are given. The successful applicants are assembled together by townships or otherwise as may be convenient and "commencement" exercises are held, which in this country have been our largest and most enthusiastic educational meetings.

The results which are expected to come from this work and which will come, if it is properly managed, are many. A great many pupils who would otherwise quit school before completing the course will continue in school until it is finished in order to receive the diploma.

Better interest and harder work are secured in the lower grades on account of it.

It greatly promotes an educational interest in the community and increases the public favor and confidence in our school system.

The diplomas should be just what they purport to be, and mean just what they say.

The questions should be such as to test the scholarship thoroughly. The examinations should be careful and each recipient should feel that he has well earned the diploma. I heartily commend this work to teachers and superintendents everywhere.

J. A. C. DOBSON,
County Supt., Hendricks Co., Ind.

—*Normal Teacher and Examiner.*

NOTES AND QUERIES.

ANSWER.

Q. 3, p. 242. "*There is no transgression where there is no law,*" is a complex declarative sentence, of which "*there is no transgression*" is the principal proposition; "*where there is no law*" is the subordinate. "*Transgression*" is the subject of the principal proposition, modified by "*no,*" an adjective element of the first class. "*Is*" (here used in the

sense of *exists*, and hence is not a copula) is the predicate, modified by "*where there is no law*," an adverbial element of the third class ; of which "*law*" is the subject, modified by "*no*," an adjective element of the first class. "*Is*," = *exists*,—is the predicate.

“*Where*” is a conjunctive adverb; it modifies “*is*” in the subordinate sentence, and connects “*there is no law*” to “*there is no transgression.*”

“*There*” in the principal proposition, and “*there*” in the subordinate are expletives, because they fill vacancies, and yet are not absolutely necessary to the sense. *There* was once exclusively an adverb of place. But often, as in the above sentence, it is used idiomatically merely to throw the subject after the verb—the idea of place having faded out of it.

This sentence, if diagrammed, would be as follows :

$$\left\{ \begin{array}{l} \text{(There)} \\ \text{transgression} \end{array} \right\} \left\{ \begin{array}{l} \text{no} \\ \text{(there)} \\ \text{law} \end{array} \right\} \left\{ \begin{array}{l} \text{is} \\ \text{is} \\ \text{is} \end{array} \right\} \left\{ \begin{array}{l} \text{no} \\ \text{no} \\ \text{exists} \end{array} \right\} \left\{ \begin{array}{l} \text{where.} \end{array} \right\}$$

Wadsworth, O.

W. I. BRENIZER.

QUERIES.

- 1. Do the sun and the eight large planets belonging to the solar system all rotate from west to east, and if so, why?**

JOHN P. KUHN, Shanesville, O.

- 2. Analyze :—We saw her coming with a bundle on her back. Id.**

3. "The axis of the earth is inclined $23\frac{1}{2}$ degrees from a perpendicular to the plane of its orbit." Parse "from" and "to." Id.

4. "Light moves in straight lines and in all directions from the point of emission." Parse "from." Id.

5. "They sold the farm where your mother lives." Parse
"where." Id.

- 6. “This is the reason why I ask. Parse “why” and “ask.” Id.**

7. "I saw you that Saturday when Cletus was born." Parse
"when." Id.

- 8. Time about is fair play.” Parse “about.” Id.**

9. "I know who stole the knife, but I do not know him." Parse
"who" and "him." Id.

EDITORIAL DEPARTMENT.

We have done what we could thus far in out-of-school hours to make the MONTHLY acceptable to our readers; and we are very grateful for the numerous expressions of approval which have come from all quarters. We now expect to give undivided attention and effort to the work of improving its character, and enlarging its sphere of usefulness; and we rely with confidence upon the teachers of Ohio for their active co-operation. We have had an increase of about a thousand subscribers in the past year. We want, and we ought to have, at least three times as many subscribers among the teachers of Ohio as we now have. We have made no effort hitherto to extend our circulation outside of the State, but an encouraging number of unsolicited subscriptions have been received from other States.

In accordance with previous announcement, this number appears in the enlarged form which the MONTHLY is to have in future. Taking into account the double number containing the proceedings of the State Association, each annual volume will contain more than 600 pages of reading matter. To meet the additional expense of publication without an increase of the regular subscription price, will require more subscribers. We hope for large lists of new subscribers from the summer institutes.

The Annual Report of the School Committee of the city of New Bedford is on our table, with the compliments of Superintendent Harrington. This eminent eastern teacher has had a change come o'er the spirit of his views concerning practical education and compulsory school laws. As it is an active Superintendent speaking right out in meeting, we give our readers a digest of his argument. In order to give our readers the ground upon which to base an opinion of their own concerning the good or bad doctrine of Mr. Harrington's report, which is attracting attention in educational circles, I quote bodily some of its sentences, and give sections of others, to which no violence will be done by being removed from their settings.

"I have given my heart, my voice and pen for years to the proposition that the paramount purpose of the instruction provided for our youth should be, so to evolve and discipline their mental powers that they shall be equipped for the intelligent and vigorous application of those powers in whatever direction a demand may be made upon them; and that practical instruction of a specific character is therefore wholly out of place in our schools." "It has derived its strength chiefly from the prevalent idea that education (I use the word in its common acceptation as limited to mental culture,) is the infallible medicine for all social ills, the relentless foe of arbitrary power, the life-spring of our free institutions." "It (the idea) is utterly and dangerously false."

The reader may take issue with the assertion that this notion concerning mere mental training prevails; or, admitting its prevalence, he may deny that it is false.

But Mr. Harrington does not let the matter rest upon his mere affirmation. He cites Herbert Spencer, and then devotes several pages to the proof of that eminent book-maker's recent utterance. "The American people are foolishly relying on the education of the intellect alone to secure the preservation of their free institutions, and it is a 'universal delusion.'" In Spencer's own words: "this is essentially a question of character, and only in a secondary way a question of knowledge." Wordsworth, President Seelye, and President Eliot are named as "foremost" men, who concur in the view just stated.

What is the proof that this delusion is universal?

"I will begin at the fountain-head—the laws, and the spirit of their inception and enforcement." In the compulsory-education laws "character training is set utterly at naught." "They do not dare to be humane, and entrust those who execute them with discretionary power, lest they should occasionally be seduced by their sympathies to make mistakes, and unnecessarily abridge the measure of salvation which accrues to the State from the children knowing how to read and write." This clever bit of irony applies, we suppose, to compulsion as exemplified in Massachusetts.

The second proof is that *Illiteracy* is the spectre which "rears its horrid front athwart the way" of our statesmen and other leading men, confronting Liberty with perpetual menace. *Illiteracy* is the sharpest weapon which Governor Butler has to thrust into the side of the Commonwealth.

"When one listens without prejudice to the story which History has to tell, he hears that it is cultured ambition rather than discontented ignorance which has incited most of the intestine commotions, the bloody rebellions, the invasions of human right which have disgraced humanity."

Senator Blair is quoted: "By the diffusion of knowledge, and of the power which knowledge gives to every child within our borders, peace may be made perpetual."

Some poet, I forget who, put it more truly; "War's a game which, were their subjects wise, Kings would not play at." And another poet calls attention to the "oft-times no connection" between knowledge and wisdom.

Mr. H.'s third proof is the "paramount influences which are active in the schools themselves." "Almost wholly intellectual, chief ambitions, tests of attainment mainly intellectual." "Moral fitness of the teacher taken pretty much for granted."

"Public opinion, as expressed through school authorities, or otherwise, makes the culture of the intellect the business, the culture of character the mere incident of school keeping. Teachers, therefore, in general, devote to the culture of the intellect their mental resources, their fervid sympathies, their physical energies: they give only the chance scraps and parings of their thought and interest to the culture of the heart and conscience."

When our faithful superintendent of schools goes before the committee on teachers to advise as to elections and re-elections, is it a claim born of prejudice that the moral character of a teacher, the example he will set, the influences which will go from him to establish those habits and traits which are the components of noble character, are paramount in his opinion to mere mental attainments, and control his action?

But Mr. Harrington proceeds with his argument. Taking the charge, or assertion, of Mr. Herbert Spencer as true, how do we know that it is not well-

grounded? If we all believe that general intellectual culture will preserve individual liberty, are we, of course, in error? That is, is it a "delusion?" Germany is placed upon the witness stand and testifies that her government is an "autocratic despotism." "Count Bismark, the master spirit of the dominant imperialism, is the fast friend of the compulsory educational laws." "Universal education makes good soldiers."

Instead of holding up Germany as the shining light which will direct us to the perfect day, Mr. H. affords us at least the spice of variety, and points to the Fatherland as a warning.

In summing up he declares that education, meaning, of course, mere mental acquirements, "*has no inherent moral force whatever.*" "As the needle follows the lead of the magnet, so the intellect follows the lead of the sentiments; and if they be corrupt, mental education becomes only a promoter of evil. Free institutions are in greater peril from vicious education than from ignorance."

Is a school in which there is no avowedly-moral instruction whatever, in which the word duty is never pronounced, of necessity a place where good morals are not instilled, and consequently a seminary of "vicious education?"

Is not a school, which is under the charge of a teacher who is ever, by word and deed, inspiring his pupils to earnest, faithful, honest school-work; who chides impurity, dishonesty, neglect of school duties, overgrown selfishness, and gives a hearty approval to their bright contraries, doing a fruitful work in the service of that morality whose basis is human nature, and dates back to man's first coming into the world.

A community needs no new legislation in order to have its schools of this type. But it must first *desire* it, and here's the rub. Streams do not rise higher than their source.

A beautiful gold watch is the tribute of the Akron teachers to their retiring Superintendent. The gift is prized, but the friendship and esteem of the givers much more.

Mr. Richard's article in this number, comparing the school systems of Ohio and Indiana, will be read with interest. It appears also in the July number of the *Indiana School Journal*.

Pupils naturally and properly place great confidence in their text-books, and teachers should do as little as possible to shake that confidence. A teacher complained to us recently that her pupils more readily accepted a statement of their text-book, which was clearly an error, than her correction of the error. This suggests the importance of using text-books which tell the truth. Old books which have been revised again and again, and made as nearly perfect as human knowledge and skill can make them, should be preferred to the latest novelties.

Teachers, like other mortals, desire to improve their condition, and the desire is laudable. There is, however, a direct and selfish seeking of prefer-

ment, which defeats its own end. No principle affecting human life is of broader application than that announced by the Savior when he said "He that would save his life shall lose it." The teacher who gives more thought to securing a better position than to filling well the one he has, is not wise. The teacher who is forgetful of self, and gives himself mind and heart to the work in hand, may not be called up higher this year or next, but his reward is sure. It often comes where it is least expected. No matter how humble the place you occupy, it is the part of wisdom to do your best in all that comes to your hand to-day, thus proving yourself worthy of higher trusts.

Superintendent Hinsdale is of the opinion that too much is made of "tests" in some of the Cleveland schools. He says in relation to the matter: "When a subject, or an important branch of a subject, has been finished, it is wise to test the pupils in what they have been doing; but weekly or frequent tests, amounting to minor examinations, are not favored. Their tendency is to beget those excited and abnormal nervous and mental conditions that the wise teacher always deplores."

This, from Superintendent Hinsdale, is good pedagogy: "Manifestly, no wise teacher will begin her instruction in division, say, with definitions and rules; she will give pupils quantities and the process; but she will not leave the subject until the pupils can tell what division is, what are the quantities handled, and can describe the process. When they have seen divisions, they can the better tell what division is. When they have seen dividends, divisors, and quotients they can the better define them. And so with other subjects. To teach these things in this manner will be comparatively easy work."

The more examination papers one grades, the stronger grows his belief that out of the mass of ideas which toiling teachers have tried to have secure lodgment in pupils' understanding, a large part are chaotically piled into the memory. So little power of orderly expression; absurd joining of the fractions of unrelated, or contradictory, statements; despairing clutches after the words of the book.

"The summers of Ohio are long and hot, the winters are short and severe"; while late in May a heavy storm of snow is beating against the windows of the room wherein the examination in geography is in progress.

"Potatoes grow mainly in Ohio"; while the tubers, "esculent, farinaceous," upon which the child had broken his morning fast, were advertised as fresh from Michigan.

Maybe the cause is the over-much teaching of the shells of ideas, and a failure at recitation to crack those shells and reveal their emptiness.

There should be more attention to the practice of the art of putting in fair shape upon paper what one knows about a given topic.

"How is Ohio represented in the National Congress?" Answer by a youth interested in map-drawing: "Ohio is represented by an irregular pentagon."

Our energetic friend, Prof. H. S. Lehr, of the North-Western Ohio Normal School, is not imitating the man who proposed to pull down his barns to build greater in their room, but, letting his buildings stand, he is adding a large, fine one thereto. Things at Ada are said to be prospering.

The *Brown County Democrat* contains an interesting and well-written account of the third annual commencement of the Georgetown High School. The board of Education set the æsthetic example of officially presenting to the members of the class each a bouquet.

The difference between boys and men who read and boys and men who do not, may after all be in favor of the latter class. The most successful book of the day is Peck's Bad Boy. It is asserted that over 100,000 copies were sold in three weeks. One day last week, through the courtesy, or oversight, of a newsboy on the train, I spent a little time in running over this book, and of all the weary, flat, stale and unprofitable doses for mentally-dyspeptic mortals, this is the weariest, flattest, stalest and unprofitablest.

If *dude*, a word that has burst upon our newspaper literature like some exhalation of the evening, is pronounced in two syllables, as folks over in New England, where the thing was born, say it is, why does the New York *Advertiser* rhyme it with food? Possibly, as baby-talk would suit the creature so well, the last named word is pronounced foody.

The much talked of, well abused, and somewhat to be hoped from, Civil Service Commission has brought forth its rules. The one regulating examinations names its branches in which those who wish to be civil servants of the country, in its lower offices, must pass: 1. Penmanship, copying, orthography, letter-writing. 2. Arithmetic, fundamental rules, fractions, and percentage. 3. Interest, discount, and elements of bookkeeping and accounts. 4. Elements of the geography, history, and government of the United States. There is possibly some fine point of distinction between bookkeeping and accounts. We are not informed as to what branches the Chief Examiner himself passed in, but if the newspapers tell the truth he got his position the *old* way.

On our return from the Association at Marietta, we had the pleasure of a call over Sunday upon E. S. Cox, at Belpre. He has a delightful place of residence, near the bank of the river, green-walled, at a distance, by the hills, embowered in a beautiful grove, and everything, without and within, requisite to give a concrete definition of home.

There is an article of interest to teachers in the last Princeton *Review*, entitled, "Contents of Children's Minds." The golden mean between the teacher's assumption that children know things of which they are in profound ignorance, and his indulgence in elaborate teaching of matters which they know fully as well as he does himself is not always attained. The ignorance

of city children concerning the walks and ways of nature, the dear old nurse, calls for an immediate sending of these misinformed youth to the much discussed schools under the charge of the "ungraded section." Bird's nests and stockings, they supposed to grow on trees, butter to come from buttercups, grasshoppers to give grass. Here is certainly a loud call for picnics, at least.

A writer in the *Journal of Education* for April 26th asserts that one reason why a person of middle age cannot readily master a new language is that "the mind, like the body, solidifies." We know out in this part of the country what is meant when we are told that water solidifies. We can give a close guess at what to expect from a solid delegation. But just what is meant by the assertion that the mind solidifies? Perhaps this is an expression from a forthcoming "Science of Education" which Prof. Venable thinks some Platonist should write!

As but few, comparatively, of our readers will be favored with the Annual Report of the Dayton Board of Education, I quote a few sentences from the copy which, through the kindness of Dr. Hancock, is before me:

"I am quite sure monthly examinations, as is the custom in so many schools, are injurious, as they consume time, some of which would be more profitably spent in study and recitation, and at the same time tend to over-excitement on the part of the pupil. I have thought it might be worth while to make the experiment in our schools of reducing the number of examinations from four per year to two."

The results of the experiment, tried under Dr. H.'s eye, will be waited for with interest. Is there not danger that the excitement would vary inversely with the number of tests?

"It cannot be too strongly impressed on pupils that their first duty is the proper preparation of their lessons, day by day, and that then the highest and best use to which any time they may have left over, not demanded by other duties, can be put, is the reading of good books. To such books they should be directed by their teachers. The reading of books not selected by judicious advisers ought to be discouraged rather than encouraged. I am told by the custodians of our public library that there are among the pupils of the schools boys and girls who take out a book every day."

That almost takes away one's breath, and quite makes his eyes ache. It is time a note of warning should be sounded, and the true rule for the reading of school children laid down—"a moderate quantity, and that of the best."

"Pupils may be trained to utter sounds in concert, but they cannot be trained to think in concert, and it is well they cannot. If the chief purpose of school training is to excite the mind to self-reliance and self-activity, a better scheme than the concert recitation to defeat this purpose could scarcely be devised."

"The Board of Examiners has adopted a rule to transfer marks of eighty per cent. and above in all branches except "Theory and Practice and English Literature," without a re-examination. The members of the Board believe that the standard they have adopted is sufficiently high to secure a fair degree of scholarship, and that the time that has been heretofore given to a tiresome and cramming review of the academic branches required, may far more profitably be given to professional and literary reading."

If the literary examination can be made a sieve which will separate teachers whose heart is in the work from those who add to their art no grace from that source, it is well that those who pass pass finally. Let the sieve be improved, and shaken with a steadier hand.

L. D. Brown, of Hamilton, is the Democratic nominee for the office of State Commissioner of Common Schools. He has proved himself a capable and efficient superintendent of city schools, and if elected to the office to which he aspires, he will undoubtedly perform the duties faithfully and creditably.

Col. D. F. DeWolf, our present efficient State School Commissioner, has been renominated by the Republicans. His long service in the cause of education, and the zeal and industry which have characterized his present official term, merit the endorsement of a re-election; but that, unfortunately, depends mainly upon which political party wins next October.

CHAUTAUQUA NOTES.

The meeting of the Superintendent's Section will be held Tuesday, July 3. The meeting of the General Association will be held Wednesday and Thursday, July 4 and 5.

Arrangements have now been made so that teachers and their friends can purchase tickets on the N. Y., P. & O. Railroad at the published reduced rates without orders on ticket agents, or certificates. They will only be required to present a ticket of membership in the O. S. T. A. for 1883, before getting their tickets stamped for the return trip.

The round trip fare from Galion will be \$4.90 instead of \$3.30, as published by mistake in the MONTHLY for June.

The following circular explains itself:

N. Y., L. E. & W. R. R. Co., LESSEE OF THE N. Y., P. & O. R. R.,
 OFFICE OF THE GENERAL PASSENGER AND TICKET AGENT,
 CLEVELAND, O., June 5th, 1883. }

To Teachers :—As the Ohio State Teachers' Association will meet at Chautauqua, July 3d, 4th and 5th, I take this opportunity of calling your attention to the facilities offered by the New York, Pennsylvania and Ohio Railroad for reaching Lake Chautauqua. Our trains run through solid to Lakewood, there is no transfer of passengers or baggage; our trains arrive at seasonable hours. Boats will be in waiting to take those who do not desire to stop at Lakewood, to any point on the lake.

Tickets may be secured at our ticket offices, reading from Lakewood to any point on the lake and return to Lakewood, good until July 10th, at the very low rate of twenty-five cents, this liberal arrangement having been made by the Managers of the "Chautauqua Steamboat Co.," who have arranged to carry teachers at this rate during the meeting, which will admit of their boarding at any point on the lake, or at Jamestown, N. Y.

If you desire to go from Chautauqua to the meeting at Fabyans, arrangements will be made to extend the time for which your ticket is issued, upon application.

Respectfully,

A. E. CLARK.

General Passenger and Ticket Agent, N. Y., P. & O. R. R.

Teachers taking boats at Lakewood or Jamestown should show their teachers' return tickets to get teachers' boat tickets. Teachers' steamboat tickets can be procured of the ticket agents at Mayville, Lakewood and Jamestown

by those on their way to the Association. After arriving at the Association membership tickets will have to be presented to secure teachers' back tickets.

Regular rates at the hotels, \$2.50 to \$3.50 per day, will be charged in every case where membership tickets are not presented.

Take the *Red Stack boats* without fail. That is the regular line of Chautauqua Steamboat Co.'s boats. The boats are in regular trim, and General Manager Baldwin, and Superintendent Grandin, will spare no pains to make it pleasant for the teachers. *Remember the Red Stacks.*

E. A. Ford, General Passenger Agent of the Pennsylvania Company, has signified his intention to carry teachers to Lakewood, or Jamestown, from Bellaire, Bridgeport, Steubenville, Wellsville, East Liverpool, and other points on the Company's roads, at one cent a mile each way, connecting with the N. Y., P. & O. R. R. at Transfer. Teachers taking this route should take the morning train and change at Rochester, and again at Transfer, arriving at Lakewood, or Jamestown. They should stop at the Lakeview or Kent House, at Lakewood, or the Sherman House, at Jamestown, and take the morning boat to the Association.

The Buffalo, New York & Philadelphia Railway will carry teachers from New Castle, via Oil City and Titusville, to Mayville and return, for \$2.40.

Mr. Baldwin, of the B., N. Y. & P. R. R., will give at least one excursion to the Falls at a very low rate.

Teachers arriving at Lakewood or Jamestown Monday evening at 9:13 should go to the Lakeview or Kent House, Lakewood, or the Sherman House, Jamestown, stay over night, and take the morning boat to Chautauqua and Point Chautauqua.

Passenger Agent DeWolf, of the Bee Line, at Columbus, is preparing to accommodate the teachers of his vicinity, and will make the round trip from Columbus \$6. He expects the co-operation of the Sciota Valley, and other Ohio railroads.

The Indianapolis, Bloomington & Western, the Columbus, Hocking Valley & Toledo, the Wheeling & Lake Erie, and the Pittsburgh, Cincinnati & St. Louis roads have signified their intention of making reduced rates.

Other railroads that have been addressed, but not yet heard from, are expected to make reduced rates.

Tickets will be good till July 10, and those wishing to attend the National Association at Saratoga can have their tickets extended to July 31.

Arrangements have been made for tickets from Chautauqua, via. Erie R. R., Binghamton & Albany, to Saratoga, and return to Chautauqua, for \$10 each, good till the 21st of July. These tickets may be purchased at Jamestown by any parties going to the National Association at Saratoga. Tickets at excursion rates, to Chautauqua Lake and return, may be procured at nearly all the principal railway stations in States west of Ohio.

The name which appears on the program as A. G. McBurney, Superintendent of Schools, Cambridge, should be John McBurney, formerly Superintendent of Schools at Cambridge, but now Professor in Muskingum College.

O, ye pedagogs! leave the dust and worry of your school-rooms behind, and come and rest you, and be glad for a season.

EDUCATIONAL INTELLIGENCE,

—The Dunkards, at their convention lately held at Dayton, O., resolved to revive their old college at Ashland, O.

—The second annual meeting of the Ohio Music Teachers' Association is held at Mansfield, June 28 and 29.

—P. R. Mills will conduct a summer normal school at Richwood, beginning July 16, and continuing four or five weeks.

—Buchtel College, Akron, O., has but one graduate this year. The same is true of Antioch College, Yellow Springs, O.

—The Board of Education of Newburg, N. Y., proposes to furnish textbooks to the pupils in the public schools at public expense.

—The annual session of the Lithopolis normal school, conducted by W. H. Hartsong, opens Tuesday, July 17, and continues seven weeks.

—Adelbert College receives an additional \$100,000, by the will of the late Amasa Stone, who had already given \$500,000 to the same institution.

—The annual literary contest, Junior class rhetorical, and general rhetorical of all the schools, were pleasant features of the closing of the school year at Reynoldsburg.

—Eight young ladies recently graduated from the normal school at Winona, Minn., have been engaged by the government of the Argentine Republic, to take charge of normal schools in that country.

—The Baltimore School Board has before it a proposition to elect teachers for ten years. The object of the measure is to take the schools out of politics, and give greater prominence and security to the teacher's position.

—An excellent new feature added to the California school law is the authority given to several contiguous rural districts to unite in the establishment of a grammar school, while still retaining district home control of their several primary schools.

—The Michigan Legislature, by a vote of 93 to 15, has enacted a law requiring teachers to pass examination "in physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system."

—Commencement exercises of the North-Eastern Ohio Normal School were very largely attended. The coming school year, which begins August 21st, gives promise of a greatly increased attendance. Prof. Byron E. Helman, the energetic principal, is meeting with deserved success.

—A summer normal school of language, history, music and elocution will be held in the Ohio Wesleyan University buildings at Delaware, O., commencing July 2, and continuing eight weeks. Professors Parsons, Fulton, and Blanpied, of the University, and Professor Ferguson, of Adrian College, Mich., are the instructors.

—The Union Seminary at Poland, Mahoning County, O., seems to be prospering finely under the management of its present Principal, H. J. Clark. It has had, for the year just closed, an average attendance of 67 students, and an

income from endowment, tuition fees, &c., of \$4,051. More than 2,600 students have attended the institution in the past. Steps have been taken to increase the endowment.

—Several important changes in the faculty of Wooster University are announced. Dr. A. A. E. Taylor resigns the presidency after a ten years term. Dr. Archibald has resigned the professorship of mental and moral sciences. Dr. O. N. Stoddard has been dismissed from active duty and made emeritus professor of the chair of natural sciences, and Professor W. Z. Bennett has been dismissed as assistant professor of natural sciences. The Board will meet in Columbus to fill the vacancies in the faculty, and it is expected that at this meeting other important changes in the management of the institution will be made.

—Superintendent Wickes, of Granville, writes: "Our schools observed "Arbor Day," going into the woods Friday morning, May 4th, with spades and lunch baskets, each department digging four trees, the wagons bringing them and the tired little ones to the school yard about 3 o'clock. As each tree was planted it was dedicated either to the department or some noted character, and appropriate essays were read, songs sung, or selections recited. We have now an addition of sixteen thrifty young maples and elms to the trees already on the grounds. The pupils are as proud and as tender of the trees of their department as of their little baby brothers."

—The Cleveland Board of Education has had under consideration the advisability of substituting male principals in the grammar schools. The matter was referred to a committee consisting of Superintendent Hinsdale and five members of the Board. This committee reported:

I. That it would be unwise to displace those principals who have proved themselves efficient and successful.

II. That in the future, vacancies as they occur should be filled without regard to the sex of the candidates.

The report was adopted unanimously.

—N. E. O. T. A.—The regular bi-monthly meeting of the North-Eastern Ohio Teachers' Association was held at Elyria, May 26. There was a good attendance and a good degree of interest. The following program was carried out:

A Class Exercise in Music, Prof. S. C. Harding, Oberlin, O.

Mensuration, Supt. W. R. Wean, Wellington, O.

Botany for Young Students, Miss Mary E. Hosford, Elyria, O.

A Course of Reading for Teachers, Miss Clara G. Tagg, Cleveland, O.

Education and Crime, Rev. C. J. Ryder, Medina, O.

✓ INSTITUTES.—Paulding County, Antwerp, Aug. 20; W. S. Eversole, instructor. Mercer County, Aug. 20; instructors, Chas. S. Loos and others. Warren County, Lebanon, Aug. 13; instructors, John Hancock and others. Butler County, Hamilton, Aug. 27; instructors, John Hancock and others. Carroll County, Carrollton, Aug. 13; instructors, J. J. Burns, Robert Davenport, and others. Union County, Aug. 20, two weeks; instructors, Dr. W. G. Williams and others. Highland County, Hillsboro, Aug. 13, two weeks; instructors, E. G. Smith, D. S. Ferguson, H. S. Doggett, L. McKibben, and H. S. Vance. Licking County, first two weeks of August; instructors, W. H. Cole and A. B. Johnson. Seneca County, Bloomville, Aug. 20, two weeks; E. A. Jones and

J. W. Knott are the instructors. **Greene County, Xenia, July 9, two weeks.**
Drs. Mendenhall and Harvey, instructors.

COMMENCEMENTS.—**Barnesville, June 1; 5 graduates.** **Quaker City, June 1; 6 graduates.** **Fostoria, June 8; 9 graduates.** **Bellaire, June 7; 12 graduates.** **Coshocton, June 7; 13 graduates.** **Ripley, June 7; 9 graduates.** **Nelsonville, June 7; 13 graduates.** **Chickering Institute, Cincinnati, June 8; 8 graduates.** **Troy, June 21; 11 graduates.** **Bridgeport, June 1; 7 graduates.** **Ohio University, June 20; Annual Address by Washington Gladden, D. D.** **Lodi, June 2; 5 graduates.** **Ravenna, June 21; 17 graduates.** **Kent, June 14; 13 graduates.** **Akron, June 22; 26 graduates.** **Warren, June 7; 12 graduates.** **Chardon, June 21; 6 graduates.** **Mt. Vernon; 5 graduates.** **Lebanon, May 31; 6 graduates.** **Mansfield, June 1; 21 graduates.** **Jackson, May 25; 6 graduates.** **Poland Union Seminary, June 15; 6 graduates.** **St. Clairsville, May 31; 8 graduates.** **Hamilton, June 14; 14 graduates.** **Ashland, June 8; 7 graduates.** **Niles, June 8; 3 graduates.** **Cincinnati high schools; 117 graduates.** **Granville Female College, June 15; 5 graduates.** **Steubenville, June 15; 23 graduates.** **Oberlin, June 15; 19 graduates.** **Delaware high school, June 14; 41 graduates.** **Bucyrus, June 15; 8 graduates.** **Lima, June 15; 21 graduates.** **Circleville, June 15; 16 graduates.** **London, O., June 12; 12 graduates.** **Collamer, June 15; 3 graduates.** **Wooster, June 15; 15 graduates.** **Wellington, June 22; 13 graduates.** **Dayton, June 19; 39 graduates.** **Cincinnati Normal School, June 21; 45 graduates.** **Granville, June 15; 1 graduate.** **Reynoldsburg, June 13; 3 graduates.** **Elyria, June 20; 11 graduates.** **Canton, June 20; 14 graduates.** **Columbus; 65 graduates.** **Ohio University, at Athens, June 20; 4 graduates.** **Western Reserve University, at Cleveland, June 20; 13 graduates.** **Massillon, June 21; 12 graduates.** **Tiffin, June 22; 16 graduates.** **Marietta high school, June 22; 9 graduates.** **Alliance, June 21; 10 graduates.** **Chillicothe, June 14; 12 graduates.** **Washington C. H., June 19; 6 graduates.** **Troy, June 21; 11 graduates.** **Mt. Vernon, June 21; 4 graduates.**

PERSONAL.

—**J. L. Carson** continues in charge of the schools at **Wapakonetta.**

—**A. E. Gladding** exchanges **Monroeville** for **Bellevue.** **Salary \$1,000.**

—**J. F. Lukens** has been re-elected superintendent of the **Lebanon** schools.

—**S. F. Morris** has been re-elected principal of colored schools at **Piketon, O.**

—**Joseph Swisler** has been chosen principal of the **North Lewisburg** schools.

—**Superintendent Richardson, of Chillicothe,** has an addition of **\$200** to his salary.

—**I. M. Clemens** has been re-elected at **Ashtabula,** with salary increased **\$100.**

—**J. C. Bethel** has been elected principal of schools at **Flushing, Belmont county.**

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What is the proof that this delusion is universal?

"I will begin at the fountain-head—the laws, and the spirit of their inception and enforcement." In the compulsory-education laws "character training is set utterly at naught." "They do not dare to be humane, and entrust those who execute them with discretionary power, lest they should occasionally be seduced by their sympathies to make mistakes, and unnecessarily abridge the measure of salvation which accrues to the State from the children knowing how to read and write." This clever bit of irony applies, we suppose, to compulsion as exemplified in Massachusetts.

The second proof is that *Illiteracy* is the spectre which "rears its horrid front athwart the way" of our statesmen and other leading men, confronting Liberty with perpetual menace. *Illiteracy* is the sharpest weapon which Governor Butler has to thrust into the side of the Commonwealth.

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Mr. H.'s third proof is the "paramount influences which are active in the schools themselves." "Almost wholly intellectual, chief ambitions, tests of attainment mainly intellectual." "Moral fitness of the teacher taken pretty much for granted."

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But Mr. Harrington proceeds with his argument. Taking the charge, or assertion, of Mr. Herbert Spencer as true, how do we know that it is not well-

grounded? If we all believe that general intellectual culture will preserve individual liberty, are we, of course, in error? That is, is it a "delusion?" Germany is placed upon the witness stand and testifies that her government is an "autocratic despotism." "Count Bismark, the master spirit of the dominant imperialism, is the fast friend of the compulsory educational laws." "Universal education makes good soldiers."

Instead of holding up Germany as the shining light which will direct us to the perfect day, Mr. H. affords us at least the spice of variety, and points to the Fatherland as a warning.

In summing up he declares that education, meaning, of course, mere mental acquirements, "*has no inherent moral force whatever.*" "As the needle follows the lead of the magnet, so the intellect follows the lead of the sentiments; and if they be corrupt, mental education becomes only a promoter of evil. Free institutions are in greater peril from vicious education than from ignorance."

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Teachers, like other mortals, desire to improve their condition, and the desire is laudable. There is, however, a direct and selfish seeking of prefer-

in the arrangement of the courses. The committee also suggests the appointment of an examining board of four persons; the members of the first board to be appointed for one, two, three, and four years respectively, and one member to be elected each year thereafter.

We would suggest that the by-laws of the Association be so amended as that this board may be recognized as a part of the officary of the Association, and be elected as a part of that officary at the general election of officers.

4. The committee further recommends the election of a State Committee, consisting of one member from each county, whose duty it shall be to present this matter at the County Institute, to recommend the organization of classes at all suitable gatherings of teachers, and to promote their organization by advice, information, and assistance, and especially to confer with the County Board of Examiners as to the propriety of attaching some value to the certificates or diplomas of the State Association in their estimate of a teacher's fitness for his duties. It shall be the further duty of this committee to conduct such local examinations upon the course as the Association or Examining Board may present or direct.

Your committee would further recommend that one session of the State Association, or so much of a session as may be necessary, be devoted to short reports on call of counties, by the members of this State committee.

5. If the Association adopt the essential features of this report, your committee suggests that a committee be appointed early in the session to define and report before the final adjournment, a course of reading which may be entered upon at once; also a plan for examinations, with proper certificates of progress, and suitable honors to those completing the course.

The committee has tried to cover the ground in a very short report that there may be abundant time for discussion. This project cannot succeed unless there be unbounded confidence in its ends, unlimited enthusiasm in recommending its plans and means, and an infinite amount of patient, unappreciated work. If the men and women before me have that confidence and enthusiasm and willingness to work, with cautious and wise procedure, we can to-day inaugurate an enterprise that will be of incalculable benefit to the teachers of our State. If you have not that faith and spirit of labor, by all means let us not undertake the work, for a failure will delay future action in this direction.

To bring the recommendations of the report directly before the meeting the following resolutions are submitted:

1. *Resolved*, That the Association proceed at once to take the necessary steps to inaugurate an organization among the teachers of Ohio for reading and study, to be known as the "Ohio Teachers' Reading Circle."

2. *Resolved*, That this Circle shall be under the care and direction of the Ohio Teachers' Association, which shall make rules for its management, arrange its course, conduct its examinations, and confer such honors as it may determine.

All of which is respectfully submitted.

DELIA L. WILLIAMS,	} Committee.
JOHN HANCOCK,	
J. J. BURNS,	

On motion of E. T. Tappan, the report was accepted and the recommendations of the committee adopted.

John Hancock moved the appointment of a committee of five to report to-morrow morning a plan of organization. Carried. The chair appointed Mrs. D. L. Williams, John Hancock, J. J. Burns, Harriet L. Keeler, and R. W. Stevenson, as said committee.

The Association adjourned at 4:30 P. M. to enjoy an excursion on the lake.

THURSDAY MORNING.

The Association met at 9 A. M., in the Amphitheater of the Chautauqua Assembly.

The exercises were opened by singing the Doxology and repeating the Lord's Prayer.

J. J. Burns, on behalf of the committee appointed yesterday, on plan of organization of an Ohio Teachers' Literary and Professional Reading Circle, presented the following report :

Your committee recommend the adoption of the following resolutions :

First, that this Association forthwith proceed to choose a Board of Control, to which shall be entrusted the selection of a course of professional and literary reading, and the issuing of certificates of progress, and the granting of diplomas as evidence of its completion.

Second, that this Board shall consist of eight members, two of whom shall serve for one year, two for two years, two for three years, and two for four years; and hereafter two members shall be elected annually to serve for four years. The Board shall choose one of its own number to act as corresponding secretary.

Third, that for the first year's reading the course shall be,—

I. In pedagogy, one of the following: Hailman's History of Pedagogy, Krusi's Pestalozzi, Quick's Educational Reformers. The committee also expect the members to read at least one educational periodical.

II. In English poetry, Longfellow, Whittier, or Lowell—life and poetical works.

III. In American History, the discovery and early settlement of North America, to 1776; and we recommend under this head, Irving's Columbus, Parkman's Histories, Bancroft, and Higginson.

The report was adopted, and the President was empowered to appoint the Board of Control.

Treasurer E. F. Moulton reported as follows :

RECEIPTS.

Received from membership tickets at Niagara Falls, July 5th,	
6th and 7th, 1892.....	\$199 00
From A. G. Farr, former treasurer.....	97 97
	————\$296 97

EXPENDITURES.

July 7, '82. Paid Prof. T. C. Mendenhall, for expenses of Annual Address.....	\$ 39 40
Paid S. Findley, for printing programs.....	16 10
" " " expenses of reporting proceedings.....	13 55
" Executive Committee for expenses at Niagara.....	11 28
July, 1883, Paid S. Findley, for printing proceedings.....	90 00
Paid for expenses of Executive Committee at Columbus.....	52 70 223 03

Amount remaining in treasury.....\$73 94

Respectfully submitted,

E. F. MOULTON, *Treasurer.*

The report was approved.

On motion, Supt. McMillan, Commissioner De Wolf, and Dr. Hancock, were appointed a committee on resolutions.

At 10 o'clock A. M., the President introduced Dr. W. G. Williams, who read a paper entitled "Is There a Higher Education?"

The discussion of this paper was opened by W. H. Cole, of Marysville, and continued by Supt. Ellis, of Sandusky.

B. A. Hinsdale offered the following resolution :

Resolved, That a committee of three be appointed by the chair to consider the whole subject of reading on the part of pupils in the public schools, including the public library, and especially what the schools can do to give wise direction to such reading, said committee to report at the next annual meeting.

Adopted.

M. S. Campbell, of the Rayen High School, Youngstown, read a paper entitled "How Far can our School System be Called a Machine ?"

The chair appointed as "Board of Control" for the contemplated O. T. R. C., the following : Mrs. W. G. Williams, J. J. Burns, John Hancock, E. A. Jones, Miss Kate Brennan, R. W. Stevenson, W. W. Ross, G. A. Carnahan.

The discussion of Mr. Campbell's paper was opened by Mr. Mickleborough, of Cincinnati.

The Committee on Nominations reported as follows :

President—E. F. Moulton, Trumbull Co.

Vice-Presidents—F. S. Coultrap, Athens Co. ; S. H. Herriman, Medina Co. ; C. R. Long, Muskingum Co. ; Miss Kate Brennan, Cuyahoga Co. ; Miss S. A. Platt, Columbiana Co.

Secretary—E. B. Cox, Greene Co.

Treasurer—A. Brown, Franklin Co.

Executive Committee—L. W. Day, Cuyahoga Co. ; H. N. Mertz, Jefferson Co.

The report was adopted.

AFTERNOON SESSION.

The Association was called to order at 2:20 P. M., by President Walker.

The chair appointed as the committee called for by Supt. Hinsdale's resolution, the following : B. A. Hinsdale, Samuel Findley, Alston Ellis.

The Committee on Resolutions offered the following, which was unanimously adopted :

Resolved, That the thanks of this Association are due, and that they are hereby most cordially and feelingly presented to the President and Officers of the Chautauqua Assembly for their royal welcome, for the use of their property, and for their painstaking efforts to make this meeting of our Association pleasant and profitable ; to the officers of the several railway and steamboat companies for their liberal courtesies and attentions ; to the proprietors of the several hotels of this beautiful lake region for their liberal reduction of rates, and for their generous efforts to promote our happiness here ; and to all and singular those who have wished us well and done us good.

Prof. John Ogden read the following letter :

POINT CHAUTAUQUA, N. Y., July 5, 1888.

To the Members of the Ohio Teachers' Association :

As I am the only representative from Pennsylvania present, I take the liberty to present a matter for your consideration, in which, I trust, we are mutually interested ; that is, a joint meeting of the Ohio and Pennsylvania State Associations, a year hence, at this place.

It is the privilege of the superintendents and teachers of the western part of our State to name the place of our next meeting, and I am satisfied that a large majority of these superintendents and teachers will favor a meeting at this place.

I conferred with many of them prior to my coming here, and found none to oppose a meeting here. I feel assured that if you consider the matter favorably, and so report to Hon. Henry Houck, chairman of our executive committee, at Williamsport, Pa., next week, the end in view can be accomplished.

Respectfully, J. J. BRIGGS, *Supt. Com. Schools, Beaver Co., Pa.*

The invitation contained in the above, together with one from West Virginia, was referred to the Executive Committee with power to act.

The President then introduced Dr. J. H. Vincent, of New Haven, who delivered the Annual Address. A vote of thanks to Dr. Vincent was proposed, to which, at the suggestion of Lewis Miller, Esq., the Association responded with the "Chautauqua Salute."

The Doxology was sung and the session of 1883 was at an end.

HENRY L. PECK,
Secretary.

GEO. W. WALKER,
President.

INAUGURAL ADDRESS.

BY J. W. DOWD, PRESIDENT OF SUPERINTENDENTS' SECTION.

Fellow Teachers of Ohio :

Please to accept my thanks for the honor of presiding over your deliberations.

As is the custom, I promise to discharge the duties of my position to the best of my ability, and ask your cordial assistance and support that the business and deliberations of this Association may be carried on and concluded to the satisfaction of all its members.

I desire to congratulate you upon the excellent program provided for this occasion, and will detain you for only a few minutes before entering upon the regular order of exercises.

Looking back over my brief experience as a teacher, I am particularly struck with this fact: The fault-finder has always been ready to make a few remarks. With closed eyes and open mouth he has been ever ready for duty. I have come to the conclusion that he will always be present.

This seems to be the time when everything that is, in the management of schools, is considered wrong, and when it is concluded that everything that is not ought to be. Men that have grown gray in building up the existing order of things are now anxious to tear down

the work of their hands in order to build broad and sure another structure perfect in all its equipments and appointments; or if they do not propose to tear down, they seek to build up a new front and render secondary or subordinate that which has been long considered of prime importance.

In looking at what is remote and indistinct we are apt to get an exaggerated impression of its size, such an impression as makes what is near and tangible seem small and insignificant. The difficulties of any work, and the imperfections that show themselves in its execution, have a tendency to produce dissatisfaction and discouragement. To appreciate the excellencies of what is ought not to be incompatible with longing for what is better, and I believe that all real progress to the new is made by the master workmen of the old. Occasionally reformers arise who cry that the world is spinning on to destruction with dreadful speed, and nothing but radical change will save the poor old thing from dire disaster.

But sometimes the men who put on breaks do more good than the men who put on steam. Sometimes the thing that is near and tangible is of more value than what is remote and nebulous. Sometimes what is of most value escapes notice, and it is often a good service to drag the important obscure into such prominence that it may be seen and appreciated. It is a wonder that we get along as well as we do with such times as we have, for they are always "out of joint." One of the difficult things is to settle down to work in the old approved way. Perhaps the difficulty is not in the approved way so much as in the hard work. A striking thing about late "departures" in education is that they are all departures from hard work. The everlasting cry is, "Give me something easy to do." The world is full of takers for easy jobs.

Madame DeStael says: "Even if it were possible that a child should learn anything well in amusing itself, I should regret that its faculty of attention had not been developed—a faculty which is much more essential than an additional acquirement. . . . Education conducted by way of amusement dissipates thought. Pain in everything is one of the great secrets of Nature; the mind of the child should accustom itself to the efforts of study as our soul accustoms itself to suffering. It is labor which leads to the perfection of our earlier, as grief to that of our later age. . . . You may teach your child a number of things with pictures and cards, but you will not teach him to learn; and the habit of amusing himself which you direct to the acquirement of knowledge will soon take another direction when the child is no longer under your guidance."

But as this is a world that is crying out for workers, from prairie and forest and mountain, from city and village and country, it is the duty of those who train youth to fit them for their destiny as workers. We hear much in these days about "the whining school boy creeping unwillingly, like a snail, to school," and we are told that school life should be made so attractive that the self-same boy should cease to whine and creep, that his face should be irradiated with joy, that his step should be elastic, that his heart should be light, that he should march to school with the same elevation of spirits as to a circus. But

the number of boys creeping unwilling to school bears about the same ratio to the number who go willingly to their tasks as do the laggards and incapables in life to those who are really doing something. A course of instruction should not be so constructed as to amuse the lazy, but rather to give strength to the industrious.

"Do nothing twice alike. Do something different. Uniformity is death; variety is life." These are utterances heard at the National Association here three years ago. Let us throw the light of every day experience on these statements. The only way to learn to do a thing well is to do it over and over, again and again. Facility comes from repetition. There are thousands of people to-day doing things excellently because they have been accustomed to do the same things again and again. When our life work is to become an exciting chase after new things, then it will be well enough to reduce school life to the same conditions.

This whole world full of things is an undiscovered country to every child. In the regular line of work, in school and out, new things are continually coming up before the child, things old to us but new to him, and of sufficient novelty wherewith to destroy the monotony of hard work. The chase after variety is not invigorating; it is enervating. In fact, variety is not life; it is the spice of life. And there is no surer way of spoiling a good dish than by overloading it with spices. Spice is the cause of dyspepsia, and a course of study in which the main idea is variety will result in mental dyspeptics. The cry for spices does not come from a healthy appetite; it comes from pampered satiety.

I believe in pleasure; I believe in pleasure in school work; I believe that school should be the most pleasant place in the world; but the pleasure should be that which comes as the reflex and accompaniment of well-expended energy. The boy that has to be surprised into getting his lesson is not receiving anything of value. When he becomes a man, a day's work will have to be made very attractive, before he will set his dainty hands to the job. The girl who has to be inveigled into the mysteries of her school-books misses what alone can give strength of mind and force of character. When she becomes a woman and the presiding head of some household, the daily round of domestic duties must in some way be made as attractive as a morning walk in lovely June, or it will have to remain undone.

He who has a delightful time with easy things at school will expect to have a delightful time with easy things when he leaves school. If he finds his school-room to be a fairy land, where one entrancing scene melts away into another of equally bewildering beauty, how sad and lonely will he feel when he strikes the world's wilderness with its blast and storm. Then indeed will the winds need to be "tempered to the shorn lamb."

You cannot "play" an education into any child. In every well-rounded life there must be a succession of days and years, filled with uniform, aye monotonous work.

We hear much about the success of farmers' boys. We know that they are a successful lot, for were we not all farmers' boys? Country boys have the advantage of other boys in this, that they are compelled

to do, and do, too, with an abstraction of thought from extraneous things, and a concentration of energy upon the thing in hand. Add to this that they are required to keep up with the sun and be as regular as the seasons, and you have the condition of a will-culture that is the foundation of success in life.

There are worse things than monotony. The unjust judge doubtless thought that there was a troublesome monotony in the poor widow's appeal to be avenged of her adversary. Yet that monotone ended in a shout of victory. The monotony of hard, patient, persevering work always breaks forth at the last into the melody of triumph. The sweetest music in this world comes from lives full of work—of work the same yesterday, to-day and to-morrow. This world is not a play-ground. We are not here to be amused. I would have what Baron de Tocqueville said to Charles Sumner set in letters of gold in every school-room in the land: "Life is neither a pain nor a pleasure, but a serious business which it is our duty to carry through and conclude with honor."

An education cannot be "talked" into a child. A child may be talked to death—intellectual death, and from such a death there can be no resurrection.

A pupil of Agassiz gives a very interesting account of that great man's manner of teaching. A fish was to be studied. Agassiz said, "Take this fish; look at it; by and by I will ask you what you have seen," and went off. In a few minutes the student finished the fish, and started off to tell his teacher all about it. But as the Professor could not be found, having, no doubt, like the prudent man, foreseen the evil and hidden himself, the pupil returned to his fish and studied it for two long hours, he says, "from behind, beneath, above, sideways, at a three-quarter's view;" it was ghastly. He turned it "over and around, and looked it in the face;" 'twas ghastly everywhere. He then took a recess, and afterwards returned to the "hideous fish," and worried with it for half a day. Agassiz came at last, and listened to a recital of what he had seen. "You have not looked very carefully," he said; "why you haven't even seen one of the most conspicuous features of the animal which is as plainly before your eyes as the fish itself; look again; look again." The pupil being piqued looked with all his eyes, and his mind too, and soon began to see. After another half-day, he was told to put it away till the next morning, and then said Agassiz, "I will examine you before you look at the fish."

This, you will remember, was a long time ago; if Agassiz were alive now he would be afraid to talk about examining anybody. It's so hard on the nerves, but then Agassiz didn't know that.

Thinking about it all night, the fact began slowly to dawn upon the pupil's mind that the fish had symmetrical sides with paired organs, and when he ventured that to Agassiz the next morning, the pleased "Of course, of course," amply repaid him for the wakeful hours of the night. "What shall I do now?" said the satisfied pupil. "Oh, look at your fish, look at your fish," he said, and for three long days he kept the student at the fish, forbidding him to look at any thing else, and continually enjoining him to "look, look, look," and look, look, look, is the secret of all success in teaching.

There are other methods which seem to say to the pupil, "See, see, see what I show you," and these methods would not keep a pupil three whole days on a single fish, but rather would enable him to finish a whole museum in fifteen minutes.

Prof. Hall also touches the point of the matter when he says that it is "by staking the horse out in the spring-time, till he gnaws his small allotted circle of grass to the ground, and not by roving and cropping at will, can he be taught that the sweetest joint is nearest the root."

You have no doubt read that inimitable creation of Mark Twain's genius—Tom Sawyer—and you may remember how Tom managed to get his fence whitewashed. He pretended that it wasn't work at all, only fun, and the other boys fairly emptied their pockets to Tom in order to get a chance at the fence. That fence received three coats of whitewash in very short order, much to the astonishment of Tom's old aunt. Now any man who leaves out of his scheme of education all consideration of the fact that downright hard work must come before any great attainment, any man who can have work done only by pretending that it is fun, is simply an educational Tom Sawyer, good perhaps at whitewashing, but for nothing else.

We also have heard that a teacher chained to examinations can't be free, and it is certainly true. A locomotive chained to the narrow iron way is not free—to run off the track, but it is free to go ahead, and it should be just so with the teacher. He should be free to go ahead, but not to run off the track. Chained freedom is doing the world's work, and in fact the freedom that is not chained is dangerous. The tyranny of the time-table and the track is the only thing that renders it safe to trust property and life to the railway.

Our old earth is chained, chained to the sun. The only thing she can do is to go on in the same old way bringing the regular succession of seed-time and harvest, bringing light and life to the millions who dwell upon her surface. In truth, I would not care to live upon her, should she break her cable, and go crashing away among the worlds. As a dwelling place for common mortals the earth is safer than a meteor. It is a wonder that somebody does not object to the solar system because it does its work according to program. It is strange that somebody does not find fault that the sun comes just $23^{\circ} 28'$ north of the equator, stops at that point, turns again and does not stop till he gets to the tropic of Capricorn. This forever turning from tropic to tropic is so monotonous.

Now, what's the harm of examination? Is it a sin to find out whether a boy knows how much 9 times 6 is? Is it wrong to find out whether work has been well done? Who but the doer of poor work is afraid of examinations? Work is done everywhere, every day with the understanding that results are to be tested. Examination and examination alone can see defects. It is the very backbone of any system of education. I expect to see these objectors to examination arraign the vertebrate sub-kingdom because it is built around a backbone. How was it discovered that the Norfolk county schools were antediluvian? Why, Mr. Walton made an examination. Now, there may be such a thing as unjust examination. It certainly is unjust to expect any child to write a letter correctly unless he has been taught

how. It is unjust to examine a pupil in cube root when he has been taught only square root. To set up an examination to bolster up anybody's theory is unfair. You can not give up examination without surrendering gradation. If the teacher's knowledge of the pupil's attainments as learned in the daily recitation be made the basis of gradation, the gradation even then rests upon examination—a sort of ambushed examination. An anxiety to pass a thorough test never hurts any work. I believe in the bright light and white heat of examination—the light to make the dark ways plain, the heat to make the crooked ways straight.

Here three years ago, a very touching story was told of a balky horse. It couldn't be coaxed to go. Thrashing and slashing were of no avail. All the old methods of treatment were tried, but in vain. Finally, there was a new departure. An old sailor who had been all around the world thought he could make the animal go, provided supreme power were put in his hands. "Go ahead," said the driver who was by this time entirely out of patience with the old order of things. The sailor with an eye to scenic effects gathered up a big handful of half-melted snow, clapped it into the horse's nose, clucked to him, and away he went. "Thar," shouted he, "I told you I could." All that horse wanted was a new sensation; and, concluded the story teller, "what our scholars want is a new sensation."

Now just what our pupils do not want is a new sensation. The old sensations are good enough. For instance, there is the old feeling of self-reliance, the cultivation of which has made men of independence and spirit, men that have hewn fortune and position out of the solid rock of indifference and opposition. Then there are the twin sensations of determination and perseverance, old as the first success, yet new to every mind in its first aspiration for glorious achievement. And it seems to me that children working patiently and earnestly, gaining knowledge and strength by exercise of power are not to be compared to "balky" horses. It's the "balky" horse that is always the standing argument for a new sensation.

Agitation will add many excellent features to our school system; this follows from the fact that we have not reached perfection. But if our schools could talk, we should often hear a chorus of voices: "Save us from our friends."

The work done by teachers for the last twenty-five years has not been poorly done. The hope and strength of this country lie in the hosts of those who have left our schools since 1860.

Many things have been left untried on account of the wisdom and not the stupidity of our predecessors. Not all new sensations are healthful. You can sometimes read their history in grave-yards. The following epitaph has a world of meaning and can be studied with profit by professional reformers of our schools: "I was well, I wanted to be better; I took medicine, and here I am."

LEGITIMATE DUTIES OF A SCHOOL SUPERINTENDENT.

BY JOHN HANCOCK, SUPERINTENDENT OF SCHOOLS, DAYTON, O.

It is evident that the duties of a superintendent of schools will be considerably modified by circumstances; in other words, they will not be the same in all particulars in a village where a portion of his time is given to class instruction, as in a city, where his whole time is given to supervision. I do not undervalue the importance of having a head to a system of schools for a village, even when but a small part of the time of that head can be devoted to supervisory work. It is not unfrequently the case that the task of the superintendent of such schools is more difficult and arduous than that of his fellow-laborer in the city. He has, however, as a compensation, a far greater and more abiding influence in moulding the character of the community. Notwithstanding this, I shall confine myself in this paper chiefly to the discussion of the duties of the superintendent who does no direct teaching, excepting, it may be, in some special direction, or for the purpose of keeping himself *en rapport* with the best methods of instruction—not an unwise thing to do where circumstances will permit it.

Before entering upon the theme assigned me, I may be indulged, I trust, in a few words on one or two points closely related to it, but lying outside the general discussion. One would suppose no educational question could be more firmly settled than that every graded school system should have a head. This indeed is the practice throughout almost the entire Great West; yet it has been scarcely a dozen years since my own city, among the most wealthy and populous of the State, began to have continuous supervision, and there have been periods within that time, when the question has been raised, whether the office of superintendent is not a useless one. In the eastern part of the Union, whatever the theory held on this point, many of the cities and large towns, particularly in New England, are still without superintendents; and it is only a few months since the second city of the country has been brought to a realizing sense of the miserable inadequacy of its school system (if it can be said to have had a school system) and to employ a superintendent. It is not my purpose to discuss this question of the need of a superintendent at the head of a school system. I should almost as soon think of debating the soundness of the mathematical axioms, or the need of a foreman at the head of a great manufacturing establishment, or of a general at the head of an army.

A second preliminary point is as to the qualifications which should belong to a superintendent. In certain of the higher elements essential to success, he is as much "sweet nature's child" as is the poet or the painter. All the schools in the world (normal or otherwise) cannot make a real superintendent (as Carlyle would say it) out of wood and leather. Assuming that he also possess the necessary scholarship, it is essential to the highest success that the superintendent should have gone through a certain training to fit him for the duties of his office. To him the rules of a well-regulated civil service apply with peculiar fitness. As a rule, he should have worked his way up to his position

through the various grades of school work below it. This will have given him a fullness of knowledge in his profession for which there is no substitute. For a young man just out of college, however great may be his talents or scholastic attainments, to step into the place of a superintendent, without any experience in teaching, is rashly to invite almost certain failure. Then the embarrassments of any superintendent who assumes to direct the work of a corps of teachers, the majority of whom are far better acquainted with the details of that work than he is himself, it can be readily seen, are likely to be multitudinous, and may be of such gravity as to imperil his success. But notwithstanding the great value of experience, it should constantly be borne in mind, that it must always play a subordinate part to natural abilities. John Randolph, in his bitter, sarcastic way, said in reply to a member of Congress from one of the Eastern States, "the gentleman's mind is like his own New England soil,—thin by nature and rendered barren by cultivation." Experience in small natures too often narrows instead of broadening. While this is true of other professions as well as our own, in none other is the dwarfing process attended with such sad results.

I have said, as a *general rule* the superintendent should have had experience in all departments of school work. I put this limitation on my statement purposely. For room must always be left in every line of human endeavor for untrained or partially trained men of great powers,—for such men as intuitively perceive the right thing to do, and the best means of doing it. Few men will question the value of a liberal training in literary pursuits, in the professions, or in statesmanship; but it would have been bad for the world, if an inflexible rule had always existed making such a training an absolute prerequisite to an entrance into any one or all of these fields of labor. While such a rule would have admitted Ben Johnson and Pope into the guild of poets, it would have cast out Shakespere and Burns, would have received Webster and Storey among lawyers, but would have rejected Henry and Marshall; and it would have denied the name of statesmen to such men as Franklin, Hamilton, and Lincoln. Indeed, these superb sons of nature never ask leave of any body as to the places they shall occupy. They seize them with a strong hand, for the earth is theirs as a sure possession. Thus we sometimes see one of this kind of men, without experience, strike for a high place in our profession, and vindicate his right to hold it by an original and splendid success. But then one ought to be quite sure that he is one of these superior beings before he makes the strike; for one of the most comical things in all the universe is the sight of a small man wobbling around in a large place,—a comedy having only too often strangely tragic features accompanying it.

The superintendent ought to be possessed of a generous scholarship, and have a mind stored with the best things from all literatures. One thus provided will never grow lean and devour up the minds of ingenuous youth. But above all, he should be a student of the philosophy of education. How many there are in our vocation (I dare not call it a profession in such a connection) who are ignorant of even the existence of such a thing as a philosophy of education! There are

also many who are persuaded there is such a philosophy, but have no desire to avail themselves of its aid. These last are the kind who live in a from-hand-to-mouth way, taking refuge in every exigency in the baldest empiricism.

But to take up the main subject. In the discharge of his official duties, the superintendent is brought into intimate relations to four parties: teachers, pupils, board of education, and parents. His relations to the first two are so closely blended that I shall not attempt to treat of them separately. In the first place, the good of the children placed in his charge must be the dominant motive in all he does, as it ought to be of every one connected with school administration, whether closely or remotely. Everything,—organization, classification, courses of study, methods of instruction, every rule for the government of the schools,—is to look to that end alone. Every energy of himself, every energy of his teachers, is to be bent in this direction. A faithful following of the lead of this motive, will put conscience into every act, and shut out low and selfish ambitions, and all sorts of charlatanry.

What is to be taught in our schools is a matter of the first moment, and hence the making of a course of study for his schools is most properly a work devolving largely upon the superintendent. I do not condemn, as some others have done, that rule of many boards of education which provides for a committee on course of study, and confers on that committee very considerable powers. On the contrary, I think such a rule likely to result in most cases in good. Of course the superintendent, as an expert, ought to be the leading authority in framing a curriculum of study, and if he has the confidence of his board, he will be; and if he have not that confidence, the sooner he departs for fresh fields and pastures new, the better it will be for all concerned. But however wise he may be, he will often receive from his co-laborers of the committee suggestions that will greatly aid him in his task. Besides, after his course shall have been adopted, he will have as many well-informed men in the board to explain and defend it, if it shall be attacked, as there are members in the committee, each feeling rightly that it is his own work that has been called in question. This is not the occasion for the discussion of courses of study, but I may be permitted to express my own conviction that notwithstanding the vast amount of discussion the subject has undergone in our educational associations and professional periodicals, there is not a course used in any system of schools any where in our country, which might not be very considerably improved. It requires a deal of wisdom to know exactly what to put in a course, and an equal amount of backbone to keep unprofitable things out.

The next question in natural sequence is, What are the superintendent's duties as to methods of instruction? And first here, I hold that those superintendents who attempt to prescribe to their teachers in detail the way in which the several branches shall be taught, make a great mistake. The characteristic result of such a procedure will be a terrible mechanism in instruction, arousing no activity in the mind of either teacher or pupil. It will not do for the superintendent to assume that his teachers are utterly helpless beings to be fed with

spoon victuals. One who cannot teach without having the methods of doing her work minutely mapped out for her, cannot teach at all ; and one having an ability of her own, will have her power and effectiveness greatly reduced by being thus hampered. If a system of schools is to yield the richest fruits, its teachers must be allowed a large amount of freedom. Of course by freedom is meant an intelligent freedom. In this way only can the teacher's individuality be sustained and developed. And to this rule there is no exception : all good teachers are strongly individual. There is a vast amount of latent power in every corps of teachers that might be aroused into practical activity if superintendents only knew enough to know how to do it, which power under our present methods of managing schools only too often lies dormant and worse than useless. Some of the wisest words ever spoken in this Association were spoken by a former principal of the Cincinnati Normal School on this very question of how best to arouse and utilize the latent force of a corps of teachers. What then should be the rule in supervising methods of teaching ? It seems to me the superintendent should frequently refer his teachers to the great underlying principles on which all good methods are based, and show by abundant illustration how they affect the teacher's work in the branches she teaches. But while his directions are general, he should not neglect to correct bad methods ; even to the minutest details whenever he shall observe them.

There is a great tendency among teachers of a city corps who frequently meet and talk over their work together to imitation. Some one has invented a method that in her hands has produced good results. Straightway all the teachers of the same grade adopt it to its minutest details ; but many of them find to their dismay that it does not work in their hands as it does in the hands of its inventor. Such a procedure, when it becomes wide-spread, must end in a stagnation and dull uniformity, blighting to every bright intellect coming under its influence—a condition of things occasionally found in stupid perfection in systems of schools not entirely without reputation. The superintendent then should encourage self-reliance and self-help among his teachers, pointing out to them the importance of their being able to devise for themselves good methods of working. Monotony in the school-room means intellectual death ; versatility means life. The most stubborn foe a superintendent will find to fight is mechanical methods of teaching ; and to overcome this foe will tax to the utmost all his best powers.

Many otherwise able and efficient superintendents fail to secure the esteem and good will of their teachers. It is scarcely necessary to say the superintendent's bearing toward his teachers should always be that of a kind and considerate courtesy. He should treat them as equals, not as servants. Of course he must be the head of the schools and the ultimate source of authority, but the constant assertion of this authority in petty acts of tyranny, is altogether unnecessary and beneath the dignity of the office and of a manly man.

The superintendent should be above all jealousy of his teachers. If he shall find rising talent among them, it is his duty to foster and encourage it. To do otherwise is to act an unmanly part, and one which

cannot fail to react unfavorably upon himself in the end. It is natural for an earnest soul to hunger for the words which show that its labors are appreciated. These the wise superintendent will bestow, so far as a thorough honesty will permit, on the teachers associated with him.

It has been said by an eminent authority that the success of a system of schools will depend more upon their proper examination than upon any one other instrumentality. However this may be, it is certain the examination of his schools is not an unimportant part of a superintendent's duties. I shall not attempt to defend written examinations from the aspersions that have been cast upon them from many quarters, but shall assume, that while they cannot measure everything done in teaching, they are the fairest and most comprehensive standard we can apply to educational work. For these examinations the superintendent should, so far as practicable, prepare the questions himself. The farming out the preparation of these questions to the teachers of the schools, particularly in the lower grades, tends to narrow the instruction; and by so doing the superintendent also relinquishes one of the most powerful agencies for directing the work of his schools. It is said examinations lead to cramming in the schools. Unless great wisdom is exhibited in the preparation of the questions used, possibly this may be in a measure true. But it is altogether practicable to make up such questions as will convince teachers that no amount of cramming can meet their requirements, and thus compel the adoption of broad and rational methods of instruction. I have in my mind a recently used set of examination papers in arithmetic. While not intrinsically difficult, and entirely within the prescribed course, they were so skillfully constructed that not one of them could be solved without a process of reasoning. To use an illustration from "the diamond field," they were pitched in such a curve that none but a thoughtful batsman could make a strike. All cramming to meet such an examination would be utterly futile. No teaching except such as develops clear-headed thinkers would be of the least avail.

I may here be permitted to say, that I think some superintendents run to excess in the matter of frequency of examinations,—some going so far as to have them monthly. Examinations at such short intervals serve to keep up a constant and unhealthy nervous tension, the excitement growing out of one examination having scarcely quieted down before another begins. Besides, these examinations take up much of the time that might more profitably be given to teaching. We have, in the system of schools with which I am connected, four examinations per year; but the coming year we design to have but three, and if that works well, we shall probably reduce the number to two. In this matter, however, we do not propose to theorize, but to be guided by the results of our experiments.

In addition to written examinations the superintendent will find oral examinations of a high value. Such examinations can do little in the way of determining the standing of individual pupils, but they find out some things the written do not reach. They show, for instance, more plainly than do the written, whether the teacher has trained her pupils successfully into habits of concentrated attention; whether she has bred in them a logical way of looking at things; and most important

of all, whether they are growing under her hand into a genuine love for learning. Besides what is done in matters pertaining to instruction, much may be learned through the examinations of the discipline and moral tone of the schools. In fact an oral examination reveals to a large extent the methods of the teacher in all her work.

To keep the discipline of his schools up to a high degree of efficiency, is another department of the superintendent's work. Lax morals are almost a certain result of lax discipline. Herbert Spencer has declared that intellectual training has no influence whatever on the moral nature, and I am sorry to add, that in this wild and baseless assertion, he has been followed by one of our own most eminent educators. If such a doctrine needed refutation, here is not the place for it. To Spencer's assertion, may be opposed another to this effect: A child cannot properly prepare a single lesson, or recite it, without in both acts training his reason and his will, under the guiding force of a sense of duty, towards a more complete control of himself; and if this is not an element of moral education, I am at a loss to know what moral education is. But even if it could be proved that intellectual training has no influence on moral character, no intelligent man will have the hardihood to deny that the discipline of the school in inculcating and enforcing obedience to law is of the very essence of moral training. That superintendent or teacher who thinks school discipline of small value leaves out of view the most important of all the objects of a school system—the training of youth into law-respecting and law-abiding citizens, which is the bed-rock upon which the permanency of every state and of society itself must rest.

When in a matter of discipline a difference arises between the parent and the teacher, the latter, if she is in the right, must be sustained by all the authority and influence of the superintendent. Of course, if she should be found to be clearly in the wrong, she ought not to be sustained, but all doubts, if her character has been that of a kind and judicious manager of children, should be resolved in her favor. Nothing is so disheartening to a teacher and so likely to diminish her usefulness as the lack of support from the authorities above her in her efforts to govern her school. I am very sure I address no superintendent who is craven enough to shirk responsibility and try to secure for himself the favor of offended parents by throwing unmerited blame upon the teacher. Such cheap specimens of manliness have no place in our ranks.

The duties of the superintendent in his relations to the members of his board of education, are the most delicate and difficult in their nature of any he is called upon to perform. Here he must know how to deal with men; and it is for this reason that the best teachers do not always make the best superintendents. The office requires the possession of qualities over and above those of a manager and instructor of youth only. However sagacious and learned in his profession the superintendent may be, he must always depend upon the friendly action of his board in carrying forward his plans, since, under the statutes of the State, that board holds the supreme authority. Wise schemes of educating will come to nothing unless board members can be brought to see that they are wise. As in respect to his corps of

teachers, so also should the superintendent avail himself of all the forces his board may contain to forward his plans for the improvement of his schools. To isolate himself and attempt to act upon an entirely independent plan, is almost certain, sooner or later, to result disastrously. The members of the board are of the people, and mingle familiarly with them, and their influence on public sentiment is not to be lightly estimated. Besides, looking on the school work from without, they are frequently enabled from this independent standpoint to see phases of the work likely to be overlooked by one within, and are in a position to offer suggestions of great practical value. Above all, it is the duty of the superintendent, in his intercourse with the members of his board, always to be frank and manly. A cringing subserviency is hated by both gods and men. If a board could be found of so small a caliber as to resent a courteous manliness on the part of the superintendent, such a board would be unworthy the service of any one having a true respect for himself. Courage is the first and noblest of all qualities in a superintendent.

And finally on this division of my subject: it is emphatically no part of a superintendent's duty to begin, so soon as he is elected, to lay the wires for a re-election; to weigh his every word and act with reference to that contingency; to chase around and bore members of the board into a reluctant pledge to give him their votes when the momentous day shall come around. If he cannot secure his position without a resort to such means, he would much better buy an acre of ground and raise vegetables for the town market. One may cultivate a truck-patch and be very much of a man; but he can't be anything of a man and pursue the course I have just described. Any one who relies upon any other aids than character and honest hard work to build himself up in our profession, has made a mistake in his calling.

I find I have reserved to myself but little space to speak of the most wide-reaching of the superintendent's duties—those he owes to the parents of the children in the schools, and by implication to the community in general; neither is much space required,—for these duties, where they stand apart from those which have been already discussed can, with tolerable readiness, be inferred from them. He owes it to the people that his administration shall stand for solid learning and genuine training. And to make it so, a large conscientiousness must be kneaded into all his work; for since he alone renders an account of his stewardship, there are a thousand temptations to make smooth-sailing for himself by making things easy for his teachers and their pupils, and by grading up, when the time for promotions comes around, everybody whether prepared for promotion or not; in short, to conduct a superficial and popular system of schools. Against such temptations the worthy superintendent will, of course, fix his face at first. He owes it, too, to the community that his life shall in some degree correspond to his high calling and to his teachings; that virtue, purity, and all the things that are worthy of good report shall not be made ashamed in his presence. And, finally, he ought to be an inspiring force everywhere to incite both old and young to a love of all things beautiful, good, and true in thought and deed; and if his teachers are wanting in professional zeal, and the community is dead

to intellectual things, he may take at least a part of the blame to himself.

DISCUSSION.

E. A. JONES :—I have not prepared a second paper on this subject, having understood that it was the expressed wish of the Association that the paper *read* should be discussed. In listening to the very able paper of Dr. Hancock, I have been, more than ever before, impressed with the importance of supervision in our system of education. How strange it seems that there should still be, in any State, a city having a large number of schools under its direction that should fail to employ a competent superintendent. What is true of the schools of a city is true in a much greater degree of the schools of a county.

May we not hope that the time is not far distant when the State of Ohio, with her splendid supervision of city schools, will avail herself of the advantages to be derived from an efficient supervision of the ungraded schools of each county?

How great are the responsibilities of the superintendent! How great the requirements for the successful accomplishment of his legitimate work! If he possesses all the qualifications set forth in the paper to which we have just listened, what a wonderful being he must be!

He should be a "person of generous scholarship, and have a mind stored with the best things of all literatures." "He should be a student of the philosophy of education." He must be familiar with the work done in other cities, States and countries, and know how to adapt the best things to his own field of labor.

He must have the ability and character that will command the respect of both teacher and pupil. He must maintain an effective discipline throughout the schools, and, at the same time, possess the rare faculty of securing the esteem and good-will of all. He must "deal with men,"—exercise a controlling influence with boards of education and parents, in reference to those things that pertain to the highest welfare of the school. When we consider the character and extent of these requirements we are led to exclaim, "Who is sufficient for these things?"

And yet, I would not take away one iota from the view thus presented; for, I sincerely believe there is no calling that requires so much of character and ability, wisdom and discretion, and a rare fitness for the work, as that of the school superintendent.

I heartily agree with the author of the paper in reference to the freedom that should be allowed the individual teacher. The superintendent must hold the teacher responsible for the results obtained, and he may and should allow a large liberty to the teacher in the choice of methods. The inspection of the work of a teacher is one of the most delicate and difficult tasks the superintendent has to perform. If faulty methods are employed he must call attention to them; if mistakes of any kind are made he must point them out; if he finds the teacher is likely to prove a failure, he must ascertain the cause, and be able to suggest a remedy. All this should be done in a courteous manner,

not with a spirit of fault-finding, but with a desire to save the school and the teacher too. How many an inexperienced teacher has been saved from an ignominious failure by the timely counsel of a judicious and faithful superintendent.

My own experience confirms the statement of the paper in reference to the number of examinations. It was formerly our custom to have six written examinations during the year. This number was reduced to four, and, during the past year, we have had but three. These, with supplementary oral examinations, when necessary, we have found to be sufficient.

As the superintendent is held responsible for the work done in the school-room, he should have an influential voice in the selection of the teachers that are to do that work. This is one of his legitimate *rights*. He should be a member of the board of examiners, for who is better prepared than he to test the qualifications of applicants, and their fitness for the positions to be filled? How often do we find it true that positions are secured, not because of any special preparation, or natural fitness for the work, but through influential friends, need of money, or other improper influences. The board of education have the appointing power, but they should act in connection with the superintendent. Certainly his opinion should have great weight with the board in their selection of teachers.

Most emphatically do I endorse the sentiment of the paper in reference to the "laying of ropes" on the part of the superintendent, and planning for his re-election. This is not one of his *legitimate* duties. If he gives his entire time and energy to his *work*, if the "good of the children placed under his special charge is the dominant motive," controlling him in all his relations to pupil and teacher, board of education, and patrons of his school, he need have no fear in reference to the future. If he fails of a re-election, the world is wide, and it will not be long before he will have a call to a higher and a better position.

E. T. TAPPAN :—The wise superintendent will not only advise teachers, but he will also be willing to listen to their advice. In regard to the number of examinations, I am of the opinion that if examinations are made the sole basis of promotion and classification, there should be more than two or three in the year. There will be more undue nervous tension, and more of the evils of cramming, when examinations are rare than when they occur more frequently.

D. F. DE WOLF :—The superintendent should keep a pass-book in which to note the progress and standing of individual pupils from day to day. This will be a great aid when the time for promotion comes. The pass-book is useful also for noting the excellencies and defects in the methods of instruction which come under his observation.

THE MISSION OF THE PUBLIC SCHOOL.

BY B. A. HINSDALE, SUPERINTENDENT OF PUBLIC SCHOOLS, CLEVELAND, O.

Some preparation for the duties of life is made in all human societies. We may, therefore, call education an universal fact. But naturally, and even necessarily, this education varies greatly with times, countries, and social conditions. For what different educational ideas do the names of Abraham, Pericles, Cicero, Charlemagne, Richard the Lion Hearted, Newton, Pascal, Bismarck, and Garfield stand! Our great poet makes his dusky hero

"Skilled in all the craft of hunters,
Learned in all the lore of old men,
In all youthful sports and pastimes,
In all manly arts and labors,"—

an education that is ideal for Indian civilization, but that, consisting mainly of fleetness of foot and strength of arm, is most inadequate for any civilization that subordinates the physical to the mental powers. To ride horse-back, to handle the bow, and to speak the truth, may well have held a foremost place in education in the earlier and ruder age of the Persians, but the two first attainments in any great country to-day, are nothing but recreations and pastimes.

Education in a highly civilized state is supplied by various agencies. I do not now mean that indirect education which comes from contact with nature and man, but that direct education which comes from conscious, intentional human efforts. These efforts may be roughly divided thus:

1. The voluntary efforts that are put forth by families, especially by parents, to educate the younger members thereof.
2. The voluntary efforts put forth outside the circle of the family, in the sphere of benevolence, by individuals.
3. The voluntary efforts put forth by associations, the church, moral and educational societies, etc.
4. The efforts put forth by the state in its corporate, governmental capacity.

It scarcely needs to be said that these agencies may co-operate, and commonly do co-operate, in individual cases as they do in the aggregate work done. But it is pertinent to ask, of the aggregate education in any country, what are parents, benevolent persons in individual capacities or in voluntary associations, and the state respectively doing? Again, we may ask, of the work that needs to be done, how should it be distributed among the several agencies?

In seeking to answer this last question, men are apt to fall into grievous errors. Especially is this true of men with a speculative turn, prone to say of everything, "There is always a *best* way, which it is our business to discover." These will assign this part of the whole work to families, that part to the church, and so on to the end. Now, this will do if the inquirer is simply emulating Plato in the "Republic," More in the "Utopia," Bacon in the "New Atlantis,"—that is, if his aim is to invent an ideal scheme; but it is sheer folly if his aim is to

solve a practical problem ; then it is *doctrinairism* run mad. The distribution of educational functions, in any case, will depend upon the relative power of the agencies that are to perform them, while the power of these agencies will depend upon facts of history, tradition, social life, political institutions, and the like. Of course, I now speak of education in the broad, general sense, though the remark is true in the narrow, special sense. A vigorous family life and discipline lean less to extra family influences. A vigorous voluntarism will materially relieve the state. In Germany, the higher education is mainly furnished by the state, while in the United States it leans much more heavily upon voluntary enterprise. Hence, a system that succeeds in Ohio will not succeed in Prussia. Hence, too, the distribution of the education of the young among the several agencies, in the same country, may change from time to time.

From these premises this conclusion follows : I am not to-day to discuss some Utopian or even extra-American scheme ; I am to discuss the Mission of the Public or State School in such a State as Ohio or New York, and this not the Ohio or New York either of some past or of some future generation, but of to-day. What shall the Public School attempt to do ? When it is remembered that Ohio alone expends more than \$8,000,000 a year on her public schools, not to speak of other considerations, the importance of the question should be apparent. For a time, I shall make head most rapidly by changing the form of the question to this : What education shall the state undertake to give ?

Manifestly, the state is not to take possession of the whole field of education, thus usurping the functions of the family, the church, and of all other voluntary powers. This proposition is generally admitted, but there can be no harm done, but rather good, at this juncture of our educational history, by an articulated exposition.

First. The State must not destroy or weaken the family as an educational agent. This institution exists for the two-fold purpose of propagating and training the human race ; for the bearing of offspring is not the sole function of mothers, the furnishing a place for lying-in not the sole purpose of the home. The larger share of the total work required to fit a boy or girl for life can be done at home, in the family, by father and mother, better than any where else. In fact, omitting the few sporadic exceptions, much of this work cannot be done by any other agency. To say of a boy, he had a father and mother only in the physical sense,—he never had them in the moral sense,—is to say of him that he has suffered an irreparable loss ; and that, no matter how faithfully other agencies may have done their work !

As is well known, the ancient Spartans did all they could to abolish fathers and mothers, and to destroy the home. A few sentences from Curtius will give a faint glimpse of the results :

“To marry at the proper season was a state duty of every Dorian enfeoffed of land, who had to do his part toward bringing up a sturdy younger generation for his lot of land. This was so openly regarded as the object of marriage, that a childless wedlock was not looked upon as any wedlock at all, and its dissolution ordered by the state.”

But the "bringing up a sturdy younger generation," so far as the parents were concerned, was a very simple thing, as will now appear.

"The state expressly reserved to itself the right of subjecting the children of the Spartiatae immediately after birth to an examination of their physical condition, before they were recognized as children of the home. The weakly and cripples were exposed on Taygetus. * * * Even those who had grown up as genuine sons of Spartiatae were liable to degradation. * * * Boys were as early as their eighth year taken into public training, and assigned their places in their respective divisions. * * * Thus, even before a boy was able to reflect, he found himself in a system of fixed and severe rules, in the midst of which he let all his own inclinations and tendencies fall to the ground from disuse. * * * And, since designedly every mental progress which might have opened a wider horizon, since even of the arts which formed the closest bond of union among the Hellenes, of poetry and music, nothing was admitted except what had been by the state assimilated to a fixed pattern and was introduced in an official form, the whole culture of the Spartan, like his courage, was only valid and good for his own country, and while every more liberally educated Greek necessarily felt cramped by mysterious bounds at Sparta, every Spartan felt strange, awkward, and uneasy when away from his home. Even at home the individual was nothing; but what a man was, he was merely by his participation in the whole, by the fixed place which he occupied in its system. In this consciousness the boy grew up to be a youth, and in the same feeling youths and men lived on swarming closely together like bees, as it were by a natural instinct. The choral songs served to keep alive this feeling; * * * it was farther fostered by the common meals of men, from which even those who had founded a family of their own were forbidden to stay away. The family was always to remain a consideration of secondary importance, and even at home the father of a family was never to lose the feeling and the habit of an uninterrupted service in the field and life in the camp; hence the dining together was called camping together, the associates at the meal were the same as the associates under the tents; the food was so plain that it might easily be obtained in equal quality even in the field. To one looking down from the heights of Taygetus into the hollow land, it must have appeared like a great drilling ground—like a position taken up by an army ready for battle; for even these festivals had a military character. To give and to obey the word of command, this was the science of the Spartan; and after this pattern his speech too was short and terse." *History of Greece*, Vol. I., pp. 214-220.

That the development of the intellectual nature was not regarded in Sparta, nay, that immorality was fostered for its military value, goes without the saying. Perhaps no other people that holds an important place in history ever went so far as the Spartans in exalting the state, in depressing the individual, and in destroying the family. Certainly the result was a powerful type of character; but a type of character that found few admirers in antiquity, and that finds fewer still in modern times. No American is likely to defend the Spartan regimen; perhaps no German will defend it, in its full rigor; but either an American or a German, no matter how much he may detest the Spartan military idea, may fail to see what the new idea was that held sway in the valley of the Eurotus. Mark, then, that it was not the military idea; it was rather the idea of the supremacy of the state in the whole field of life; it was the destruction of the home, the insignificance of the individual, and the self-arrogation of the corporation. Mark, too, that the state can take possession of education as Sparta did, and work after a very different pattern. Sparta chose the military type; Ohio might choose industry or commerce. War is, indeed, an important matter, but not so important that the boy should be made, first, a sol-

dier and not at all a man. So industry and trade are important matters—in modern society far more important than war—but they are not so important that the boy should be made first a mechanic or trader and afterwards a man. I object, therefore, *in toto*, to the state's pursuing any policy in respect to education, that will degrade the individual man, that will subtract from the dignity of home, or will relieve fathers and mothers of the weight of the mandate of divine wisdom and authority: "Train up a child in the way he should go." Let me add, too, that I should not have dwelt so long upon this topic, only that I seem to discover a growing tendency to thrust parental duty and responsibility upon other shoulders. A lady of good social position in one of our cities insisted upon the admission of her five-year-old child to the public schools, giving as a reason that she had nobody to leave the child with at home, and that afternoons she wanted to go calling! Further, a full revelation of the family life in the fashionable quarters of our large cities, I suspect, would be inexpressibly shocking to people of old-fashioned ideas and habits.

Secondly, The state must not destroy or impair the voluntary principle in society. The strength of voluntarism, in any country, depends upon a variety of facts. A state church stands in its way. Dissent or non-conformity in a state where a state church exists stimulates its growth. An exclusively state education, and voluntary education, bear each fruit after its own kind. In general, the paternal or protective theory of government, put in practice, depresses voluntary effort in religion, in education, in a hundred other ways; while a good measure of *laissez faire*, or the let-alone policy, powerfully stimulates such effort in the same field. Experience here supports theory. History confirms the *a priori* argument. In no other country of Europe is religious dissent so strong as in England; in no other does the government keep its hands off so many things, thus throwing the people back upon their own resources; and in no other country is there so much voluntary individual and associated effort in industry, in trade, in education, in moral reform, and in religion. In Prussia, the church has so long leaned upon the state that an active religious voluntarism is unknown. In our own country, upon the other hand, owing to a variety of causes—the self-reliant Anglo-Saxon mind, our natural environment, and particularly the fact that our governments leave so much to the people, or the people entrust so little to the governments—voluntarism is an active, aggressive, and powerful principle. History has no people to compare with us in this respect. A church unfed from the public table is a thing that Continental Europe can hardly understand; but in the United States all denominations of Christian people, including Presbyterians, who learned the lesson of state help in Scotland, Congregationalists, who once enjoyed it in New England, Episcopalians, who learned the same lesson in England, and even Catholics, who have always formed an alliance with the state wherever possible from the time of Constantine, raise vast sums of money for church purposes with almost perfect ease, simply by appealing to the voluntary principle. The American people themselves, separate and apart from their governments, are the noblest object that

America has to offer to the admiration of the world ; and this is largely owing to the development of self-helpfulness in the citizen.

In education, voluntaryism has been most prominent and most beneficent from early times. It is still a vigorous force. According to Commissioner Eaton, the educational benefactions reported to his office from 1871 to 1880, both inclusive, amounted to \$61,374,028, not counting the disbursements from the Peabody Fund, which, from 1868 to 1880, amounted to \$1,191,700 more. Nor did the list end with 1880, but has continued to lengthen. The Case and Stone benefactions, both of Cleveland, lie on this side of General Eaton's last date, and together cannot fall short of \$2,000,000. Now, I venture to say, the world has not the equal of this anywhere to show. It dwarfs the "princely generosity" of tradition. Says President Gilman, of Johns Hopkins University: "The munificence of Americans is one of the admirable forces now moulding human society. It surprises the people of other lands ; it surprises ourselves. Every new gift begets another." The President closes an eloquent paragraph with the prayer that this "bounty may not cease until every citizen favored by the smiles of fortune has bestowed of his surplus some generous gift to learning, charity, art, science, or religion!" We can all join in this prayer, but that the prayer may be answered we must cultivate and not dwarf the influences that lead men to create and endow such institutions. The state must not get in the way of the private citizen. Our men of fortune need to give their money to society as much as society needs to receive it; without it, what, in this age of wealth-creation, can prevent them becoming altogether carnalized and devoted to mammon? Hence I resist all policies that will dwarf private liberality, as well as those that tend to enfeeble home influence.

But the main question still towers above us like a citadel: "What is the mission of the public school?" Before assaulting it, let us run another parallel. Is there an education that all men in a free state need ; an education that furnishes a general preparation for life ; an education that belongs to no particular walk in life but that is a prerequisite for all walks ; an education that does not develop particular dexterities so much as it develops the man who is back of dexterities, and is more than dexterities ; an education that extra-state agencies cannot furnish, in the first place, and that state agency can better furnish in almost all cases, in the second place? If there is such an education, manifestly it lies within the province of the public school. Let us see if we can find an education that fills up the measure.

Argument is scarcely needed to show that we have such an education in those studies that are now pursued in our primary and grammar schools. These studies form the common platform of all education considered in the technical or school sense. No matter what dexterities a man cultivates later, no matter what special lines of study he may follow, no matter what broader and fuller course of study he may master, no matter what profession he may choose or what arts cultivate, these studies he must have. They are essential to the growth of the man and to his success in life. I shall here throw them into three groups :

1. Reading, spelling, penmanship, language, and grammar. These

studies have to do, first, with acquisition, and, secondly, with expression. The pupil must acquire knowledge; he must be able to communicate his knowledge. In the earliest stage of human history direct observation of men and things is the only way to learn. In the next stage, men not only observe directly but they learn from the oral teaching or tradition of those older or better informed than themselves. Then come writing and books, which are in some sense the most valuable source of information and training. In a literary age, literature becomes the great instrument of the school. Thus, to learn to read is the first and greatest of school acquisitions. It is the key to the vast storehouse of recorded knowledge. Hence, to say of a man, in our society, that he cannot read is to say of him that he is untaught and ignorant. Next, writing is the art preservative of arts; next to oral speech, it is *the* instrument of communication; older than books in its origin, it is later or, at most, contemporaneous in its acquisition. Then in connection with reading and writing should be mentioned such training in spelling, language, and grammar as will enable the pupil to express with force and correctness his thoughts and feelings. These things may be thrown under the general head of composition—a branch of education hitherto neglected in schools, and that calls for a larger cultivation.

2. Those rudiments of mathematics which constitute arithmetic. These rudiments must be taught partly because they are a business necessity, and partly because they are an invaluable practice in logic. Time will not be taken here to determine just how much arithmetic; but it is pertinent to remark that, as a rule, the strongest thinkers among men who have had only a common school education will be found among the good arithmeticians.

3. A modicum of geography and history—a modicum, I mean, as compared with what may be known. The school geography cannot be a cyclopedia, nor can the school history be an extended treatise.

Such is my grouping of the common studies. It will be observed that drawing, music, civil polity, and German, are not included. This is not because I undervalue these studies. As I am not drawing up a course of study but making an outline, I am not here called upon to discuss disputed questions. It suffices to say that some room should be found for drawing, music, and civil polity in common schools, though they should not be pushed to the front. Whether German shall be taught or not, will depend upon the presence or absence, in any community, of a considerable German-speaking and reading population. For American history and polity I must say, however, that they should by all means have a place in American schools, especially so long as the great defense of state schools is the argument that the state must educate in her own defense.

So far there will be small difference of opinion. None will seriously quarrel with my program save the *doctrinaires* who denounce all state education, and rely wholly upon the let-alone principle. The next question, shall the state do anything more? brings us to contested ground. Hence, I cannot avoid the struggle raging around the high school.

Men may reason as they like from theoretical data; they may prove

to their hearts' content that the state is under no obligation to furnish more than common school education, and that it is wrong to levy taxes for such a purpose; but the high school is here, *and here to stay*. On this point the popular verdict will be, if it is not already, *nulla vestigia retrorsum*. I confess that many of the opposing arguments to my mind have a good deal of force; but I am not such a *doctrinaire* as to suppose that, in an Anglo-Saxon country, such a question as this will be settled on *a priori* grounds.

Upon the question, what shall the high school be? I do not enter farther than to avow the opinion, that the public will insist upon two things: that the high school shall be a place where the studies of the lower grades can be more fully and thoroughly pursued, and that it shall be a place where other studies, in science, mathematics, history, etc., can be pursued by boys and girls who are not content with the common schools, and who do not propose to go to college. So much the public will insist upon; further, it will probably insist upon a high school adequate to fit young men and women for the higher education.

Now, when I say the high school is here, I do not mean that it is in all places. When I say that it is here to stay, I do not mean that it ever will be found in every district or hamlet. Nor do I mean that, when found, it will ever cover all the ground just mentioned. What I mean is, that when the numbers and wealth of a community justify it, and the intelligence and public spirit of the community call for it, there will be produced such a high school as I have described. And this will be done by the state.

At this point, I wish to expose a current fallacy, viz: that the high school is supported by the poor for the benefit of the rich. The refutation is found in these facts, often overlooked:

1. The funds of the high school come from precisely the same sources as do the funds of the primary and grammar schools.

2. The school funds do not come in either case mainly from the poor, as the argument assumes. The poor do not contribute largely to the public taxes, at least directly. A study of the treasurer's books in any large city, as Cleveland, will show that a large majority of the taxes is paid by a decided minority of the people. It may, indeed, be said, and with truth, that the poor are taxed indirectly; that they contribute to the public expenses in enhanced rents and prices; but if the argument is rested upon that ground, then it will follow that they pay taxes only as they are consumers, in which particular the well-to-do and the rich greatly surpass them.

3. But it is not true that the high school is for the rich as respects its intent, or that it is mainly used by them as respects the fact. A census of the pupils attending a city high school will reveal the fact that the great majority of said pupils belong neither to the rich nor the poor, properly so called, but to that large class which lies between the two. A careful census of the Central High School, Cleveland, for the year '82-'83, shows that 134 of the pupils are children of merchants, 108 of professional men, 14 of farmers, 121 of agents, 66 of manufacturers, 75 of clerks, 158 of mechanics, and 96 of persons having no business, as widows and men not in active service. The census of the West

High School, which comes to my hands less carefully arranged, and which is, therefore, for this purpose the more interesting, shows that insurance men, traveling men, architects, attorneys, bakers, smiths, book-keepers, brewers, butchers, carpenters, clerks, builders, druggists, engineers, editors, grocers, janitors, lake captains, ministers, doctors, ship-builders, tailors, etc., patronize that school. In a word, the American high school is a sort of middle-class school.

Let me now diverge from my subject long enough to ask, what of the college and university? Shall the state also furnish the higher education? Here it suffices to say, much will depend upon circumstances. The state will do much or little in this field according as voluntary enterprise does less or more. A policy that would be most desirable in one State might be most undesirable in another. Michigan, for example, has a great university that leans heavily upon the State, and that was originally endowed by the nation; Ohio has a large number of colleges that spring directly from the people themselves. The professional schools of all kinds are supported mostly by the voluntary powers of society; it is a happy fact that it is so, but we can readily imagine a state of things in which it would be well for the government to render assistance to such schools, with the exception of the theological.

The sweep of my argument is, that the state *may* take a very wide range in the educational field; that much will depend upon circumstances; no metes and bounds can be defined, save as groups of facts. But it is far more important that the state shall provide primary schools, and grammar schools than colleges or even high schools. The following statistics are an impressive argument:

In 1881, there were enrolled in the primary and grammar schools of Ohio 714,819 pupils. The same year, there were enrolled in high schools 29,939 pupils.

The same year there were enrolled in 30 Ohio colleges 3,256 pupils.

The same year there were enrolled in 33 preparatory schools and academies 3,814 pupils. The same year there were enrolled in 6 normal schools 2,953 pupils.

Now, it is not necessary for one to believe in mere numbers, or to disparage the higher education, to see that the heart of American education beats below the high-school line. Hence, I do not hesitate to declare that to strengthen and deepen the education of the pupils in the lower grades—the real common schools—stands first among the educational needs of the time.

One very important topic is still in reserve, that of industrial education. Or, more definitely, the question, shall such studies be introduced into the public schools? First of all, let me state the argument of those who answer in the affirmative.

We live, it is said, in an age and country pre-eminently industrial; there is a constantly increasing demand for skilled labor; our youth, owing to new social conditions, learn far less of things—natural objects, materials, and tools—than a generation ago; the old-fashioned industrial habits, or apprenticeships, are rapidly giving way, and, in fact, are almost gone; the education of the schools is mainly in words and in books; the training of the hand is neglected; our youth are

too strongly drawn towards clerkships, the professions, and "fancy" work; they are repelled from the industries;—from all of which premises it is inferred, that our education needs to be faced around, and that, to face it around, and thereby remedy the evils from which society suffers, industrial training must be brought into the public schools. Now one may admit that there is much truth in these premises—may admit it with regret, as I do—and question, as I question, the conclusion.

On one preliminary point let me speak with plainness. I am clearly of the opinion that education in all progressive countries, our own included, needs to be partially faced about—faced more to nature and to life. What is more, such a facing-about is actually taking place; perhaps I should change my figure and say, education is becoming many-sided, and is facing in all directions. I am in hearty accord with the schools of general science, of applied science, the technological institutes, the chemical and physical laboratories, and all the other educating agencies and appliances that are closely connected with science and art, or that deal with the physical dexterities. The existing schools of these various kinds answer great needs; these needs will increase; and the schools must grow in number and in capacity with the needs, *pari passu* and even more. To supply these agencies, so important, we can safely appeal to the voluntary forces in American society; but, at the same time, I have no objection to the state's giving its powerful assistance whenever it is really necessary. The question is not whether education shall be made to face more towards industrial life; of that, there is no doubt in my mind; the sole question is, how shall it be done? To be more specific, I take a great interest in such schools as the St. Louis Manual Training School, where labor and study are combined, and where the results seem to be eminently satisfactory. I am interested, too, in the venture now being made in Chicago. But let it be noted that these schools stand upon a purely voluntary basis; that the students are picked out by a process of self-selection; and that a man may favor such enterprises heartily, and yet scout the proposition that industrial training shall be made obligatory like reading, or that our school-rooms shall also be workshops. It should also be observed that the advanced champions of industrial education do not stop with urging the value and necessity of schools like those of St. Louis and Chicago; they propose nothing less than that hand training shall be put upon a footing with head training in the public schools. Let us examine this proposition.

In the first place, their argument rests upon the assumption that American society has so spent its force,—that fathers and mothers so neglect their duties as trainers of the young—that our society has so changed—that the voluntary principle is so weak—that the state must take this long step towards re-producing, in spirit, ancient Sparta. Now, if the old time forces have not become weak to the extent named, as I do not believe they have, there can be no question that the step proposed would greatly tend to weaken them. The kindergarten, the baby farm, the mother's school, and what-not of the same sort, are all admirable in their place; but one who remembers the old-

fashioned home, and who does not believe it has even yet passed away, cannot, at times, help asking, where is this to end? Is the home to be destroyed? Is direct parental responsibility to be abolished? Are fathers and mothers to be relegated to the sole functions of propagating their kind? Shall the state undertake to teach every girl to sew and make bread? every boy to hammer and plane? In a word, shall Ohio become an industrial Sparta? Lest I be misunderstood, let me say again, I am interested in the provision of schools that shall combine hand training with mental training; but I think they will be used, comparatively speaking, by the few, and attendance upon them must be voluntary. The state may require the boy to learn to read and write; but the proposition to require him to learn this trade or that trade, is no less absurd than a proposition to require the citizens of Ohio to live at public tables and to eat black broth. Speaking the other day of the work that specialists make when they undertake to set things to rights in the schools, one of our educational writers said:

"A good deal of the recent criticism on our common schools is off the track and of little practical use, because it is a one-sided judgment, by specialists, on an institution whose vital merit is its commonness and its adjustment to the ordinary needs of all sorts and conditions of people. Specialists are, of course, exclusive and are apt to give undue prominence to their own line of thought and operation. Thus, an eminent master of a technical school very naturally looks at education through a vista bristling with the tools of his department, and easily falls into the notion that the "use of tools" is an indispensable requisite to a common school education. But since the artisan class, even in cities, rarely exceeds one-fourth the population, a compulsory education of all male children in the use of tools would change the common school for the whole people to a school of mechanics for a minority. Possibly one-third of the girls in Boston or Chicago will not receive a proper home training in housework and the use of the needle. But a class of lady managers of public institutions who are brought in contact with the shiftless side of girl-life jumps at the conclusion that house-keeping and sewing should be made compulsory in common schools, forgetting that two-thirds of the mothers prefer, and all mothers ought to prefer, to give all needful instruction in such things at home. Now the ghost of some great teacher of mathematics bestrides the shoulders of the public school, like the old man of the sea, and drives arithmetic up and down the school-room to the neglect of all things else. And now English literature, "gems of thought," and author's birth-days, become the hobby; or the writing-master or the music-master gets the inside track, and the school, like the Mississippi river at high water, lurches off through a new channel, leaving its old bed high and dry. About every distinguished critic that has recently drawn a long bow against the common school has simply advertised his own specialty as the grand educational panacea. Now it is the clerical, now the scientific, the classic, the literary, the industrial, the sanitary test that is applied, and the common school declared worthless because the critic's favorite prescription is not appreciated and made the center of public discipline."—*N. E. Journal of Education*, June 7, 1883.

In the second place, the objections to this comprehensive scheme are numerous and unanswerable. Some of them I shall state:

1. There is no time, in most cases, for these industrial studies. To be sure, the city school-year is ten months long, but each month contains only four weeks, each week only five days, and each day only four and a half or five hours. The law allows the youth to attend school from the age of 6 to the age of 21, and the course of study

from the top to the bottom is 12 years high ; but, going beneath the law and the course of study, we are confronted by such facts as those contained in the following table showing the range of school attendance in point of time, in the city of Cleveland, for the school year '80-'81 :

4.7	per cent.	less than 2 months.
10.5	"	2 and less than 4 months.
11.7	"	4 " " 6 "
10.0	"	6 " " 8 "
30.9	"	8 " " 10 "
27.2	"	10 "

The same year the enrollment in the several grades was :

D Primary.	24.8	per cent.
C "	15.5	"
B "	14.9	"
A "	13.6	"
	68.8	"
D Grammar.....	10.3	"
C "	6.8	"
B "	4.5	"
A "	4.6	"
	26.2	"
First year in High School.....	2.2	"
Second " "	1.3	"
Third " " .....	.6	"
Fourth " " .....	.2	"
Normal School.....	.2	"
	4.5	"

That is, of the total enrollment 68.8 per cent. of the pupils were in Primary grades ; 26.2 per cent. in Grammar grades ; and 4.5 per cent. in the higher schools. To adopt some ratios worked out by another hand from the above statistics : Of each 108 children who enter the primary grades, only one graduates from the high school ; of each 60 who finish the primary studies, only 20 complete the grammar studies ; and of these but 4 take the second year in the high school, while only one graduates from the high school.

The above tables show how the children disappear from the schools as we ascend the grades, on account of death and withdrawal. The same fact appears, also, in the table showing the number of pupils of the several ages from 6 upwards, and in the table of average daily attendance. I am not aware that the time which the average boy spends in the public school has ever been accurately ascertained. It can hardly be more than five years of less than 200 days each,—a fact that calls my attention to a fallacy that is amusing to all school men, viz : That the average boy leaves the school with quite an extraordinary amount of book learning ! How can it be extraordinary in view of the facts presented above ? Besides, what part of what he has can he profitably exchange for such knowledge as he could gain of tools and materials ?

The statistics given above do not suggest any adverse criticism upon

the Cleveland schools as compared with other schools. I use them because they are at hand. Nor do such statistics warrant the conclusion often drawn that ignorance is on the increase. But they do raise this question: When the average public school boy has attended to his reader, speller, geography, etc., what time has he in school for the bench, the forge, or the lathe? I know it is claimed that the shop-work will not come in the way of the book-work, nay, that it will be a positive help, but it is idle to claim that either of these propositions is yet confirmed by experience. A much wider induction than that furnished by the Dwight School, Boston, is required for this purpose. I can see that a class of boys who take up the two lines of study, from choice, because they have an active interest in them, can carry them both on successfully; I can see that average boys may do so while it is a new thing, by working up their books outside; but that the whole mass of boys in the schools can give one or more of their school hours each day to tools and still not neglect their books, as a rule, is contrary to nature. The claim that they can, is too much like the argument put forward some years ago in favor of the eight hour law, viz: A man can do as much work in eight hours as in ten!

The idea that intellectual and manual labor can be successfully combined, and that poor boys can thus put themselves through college side by side with those who do not have to earn their living, is very seductive. The new plan is something like it. But the manual labor schools, one by one, have failed. Speaking of the last failure on a large scale, one of the public journals says:

"This experiment was predestined to failure from the beginning. Whether it could succeed was never a scholastic question at all, but a physiological one, which almost any young man could have settled for himself before going to college. That only very few men can work hard with both mind and muscles at the same time has been a familiar fact almost ever since the invention of the art of writing. Everybody has only a limited amount of vital force, and if he puts it into his brain, he cannot have it for his muscles, or if he puts it into his muscles, he cannot have it for his brain. The human body is not a compound engine in which the steam can be used twice over. This is the long and short of the whole matter. It is still truer, too, of young and immature men than of older ones.—*Nation*, May 3, '83.

2. The powers and resources of the schools are not adequate to this additional burden. When one contemplates the vastness of the field that the state now has under tillage, and the character of the tillage that she gives, he cannot repress surprise that it should be seriously proposed to double the field. The state undertakes to give a common school education to all the youth within her borders—an undertaking that she does not fully accomplish. Besides, the quality of the state education stands in need of improvement. When I consider how tradition, authority, and machine methods hold sway; how words hide things and language conceals thoughts; how language and books come between the pupil's mind and the world;—when I consider how much must still be done to reveal the child-nature to teachers, to show them that education is an out-drawing and not an in-filling,—in a word, to introduce natural methods, I cannot conceal my astonishment at the proposition to call upon the schools, as one of the new guides does, to inculcate an industrial disposition, to communicate industrial knowl-

edge, and to create industrial power ; I must think that the state already has on hand, in the public schools, as large a territory as she can cultivate to advantage. At the same time I do not object, as an experiment, to an industrial annex.

3. The addition of the industrial feature could not fail to make our school system top-heavy and unstable. Even now the foundation of the system, in the popular mind, is none too strong for the superstructure. Such an extension of its sphere would lead to two results ; first, to greatly increased criticism and opposition ; secondly, to a diminished power of resistance.

4. The value of any industrial education that could be given may well be questioned. It is said boys should know something about materials and tools. Granted ; but how useful will the knowledge and the power they can gain in the school-shops be, unless indeed the tools drive out the books ? At the utmost, a little carpentry, a little smithing, or moulding is all that can be done. Nor can I resist the conviction that the instruction given in these trades would prove a very *diletante* affair. And then, these are only a few of the trades. Besides, there is a great difference between literary and industrial education in this : the three R's are an introduction to all learning ; they are of universal value ; while the trades have no common elements, no common instruments, neither the hammer, the bellows, the awl, nor the needle. Mr. Clark, in his paper read at Saratoga last year, and published by the Prangs, indeed calls the hammer, saw, plane, etc., "fundamental tools" because they are used in working wood, stone, and metals ; but they are not properly fundamental tools at all.

In the third place, the public school can do more and better for the children that attend it than to give them a smattering of carpentry and smithing. It can teach them better than it is now doing the common studies, and place them more firmly upon the common platform of education. It can give them a glimpse into the kingdom of learning. It can show them how to use books as sources of knowledge, as means of discipline, and as springs of inspiration. The aim of the public school should be, not to attempt to do *more*, but to do *better*, what it has already attempted.

In a plea for industrial education made at Saratoga last year, Superintendent McAlister, then of Milwaukee, now of Philadelphia, called attention to the rapidity with which, as we ascend the school grades, the children fall out of the schools, and then asks what has become of them. "Before the middle grades have been finished," he says, "the greater number of these young children have been taken from school and put to work." "If you should stand," he says, "at the business center of Milwaukee at six o'clock in the evening, you would see thousands of boys and girls of tender age, hurrying, dinner-basket in hand, from a hard day's work to the homes which they had left in the early morning. The school door has closed upon them forever, and they must find their way through the world with such scanty intellectual equipment as has been crowded into five or six years of their childhood." Industrial Education : Boston. The Prang Educational Company, p. 26.

This is indeed a piteous picture, and all the more so, if, as Mr. Mc

Alister says, "in the larger number of cases these withdrawals from school are a dire necessity." Every man of sensibility must be touched by such a scene. It reminds one of Mrs. Browning's poem, "The Cry of the Children," which is, happily, thus far, truer of England than of America, but that is only too true of America.

"Do ye hear the children weeping, O my brothers,
Ere the sorrow comes with years?
They are leaning their young heads against their mothers,—
And *that* cannot stop their tears.
The young lambs are bleating in the meadows,
The young birds are chirping in the nest,
The young fawns are playing with the shadows,
The young flowers are blowing toward the west—
But the young, young children, O my brothers,
They are weeping bitterly!
They are weeping in the playtime of the others,
In the country of the free.

"Do you question the young children in their sorrow,
Why their tears are falling so?
* * * * *

"Do you ask them why they stand
Weeping sore before the bosoms of their mothers,
In our happy fatherland?

"They look up with their pale and sunken faces.
And their looks are sad to see.
* * * * *

"Alas, alas, the children! they are seeking
Death in life, as best to have!
They are binding up their hearts away from breaking,
With a cerement from the grave.
Go out, children, from the mine and from the city;
Sing out, children, as the little thrushes do;—
Pluck your handfuls of the meadow cowslips pretty;
Laugh aloud, to feel your fingers let them through!
But they answer, "Are your cowslips of the meadows
Like our weeds anear the mine?
Leave us quiet in the dark of the coal shadows,
From your pleasures fair and fine!

"For oh! say the children, we are weary,
And we cannot run or leap;
If we cared for any meadows, it were merely
To drop down in them and sleep.
Our knees tremble sorely in the stooping;
We fall upon our faces, trying to go;
And, underneath our heavy eyelids drooping,
The reddest flower would look as pale as snow,
For, all day, we drag our burden tiring
Through the coal-dark underground;
Or, all day, we drive the wheels of iron
In the factories, round and round.

"For, all day, the wheels are droning, turning,—
Their wind comes in our faces,—
Till our hearts turn—our heads, with pulses burning,
And the walls turn in their places;
Turns the sky in the high window blank and reeling;
Turns the long light that drops adown the wall;
Turn the black flies that crawl along the ceiling;

All are turning, all the day, and we with all.
 And all day, the iron wheels are droning;
 And sometimes we could pray,
 'O ye wheels' (breaking out in a mad moaning)
 'Stop! be silent for to-day!'"

To return to Milwaukee and Mr. McAlister: Would the public school have put more sweetness and light into these young hearts if it had paid less attention to books and more attention to tools? Would it have poured more sunshine into their lives if it emphasized the mechanic more and the man less? I must believe that school education should look mainly after the man that is in the artisan. Nay, I cannot resist the conviction that the school will, in the long run, do most for the hand when it works pretty directly upon the brain.

Mr. McAlister indeed argues that the thousands of boys and girls who are seen of an evening upon the streets of Milwaukee would tarry longer in the schools provided the course of study were remodelled in harmony with his views. But, first, how can this be if their withdrawal is, in the larger number of cases, "a dire necessity?" Further, his argument antagonizes with that commonly urged to support the same conclusion. The common argument is, the youth are not trained to industry, they are turned aside from industrial employments, and the school must be reconstructed to teach them industries; but Mr. McAlister urges that, as it is, they are hurried only too quickly and too eagerly into manual work, and that hand education must be given to induce them to tarry at the books. Thirdly, even if his view is correct it is more than doubtful to one who considers the cupidity of parents, the eagerness of youth "to get to work," and the materializing tendencies of the age, whether his specific will work a cure. If our youth are suffering from too much shop, as he says, it is hard to see how more shop is going to heal them.

I have said the public schools can do something more, and better, for the great mass of youth who attend them than to give the smattering of industrial training proposed as a maximum. Such is my profound conviction. In the long run, we shall do best by keeping the public school at the work for which it was created. If the course should be somewhat changed—if the time should be redistributed among the studies—if the teaching and discipline are faulty (all of which propositions, in my opinion, are true to a degree), the needed changes can be made; but let us go slowly in making school houses into workshops. Nor let us forget that we are already the most industrial and commercial people on the globe.

Mr. McAlister's picture of the children hurrying to their work in early morning, and home again at night, is most piteous. A distinguished clergyman, looking at the same picture, draws from it a different lesson. Said Bishop Harris in a commencement address at Ann Arbor, in 1880:

"The pitying heavens yearn over no sight so dreadful as children bending like galley slaves to their tasks in factory or field, and toiling with joyless faces to win their daily bread. The story of wronged and oppressed and distorted childhood, neglected by worldliness or held in slavery by Mammon, has yet to be fitly told. A few years ago England's poetess thrilled the heart of Christendom with a wail of agony, as she told the horror of it in the 'Cry of the

Children. Let it resound throughout the world, I say, till all earth's little ones are emancipated, and the sun in his course through the heavens shall no more look down upon the joyless face of a child that pines in bondage to mammon. For the birth-right of childhood is education, and it is a sight to make the angels weep, to see it forced or permitted to barter its birthright for its daily bread." *Complete Education*: Ann Arbor, 1880. pp. 6, 7.

I fully grant that to do all we can for the children so pathetically described by Mr. McAlister is a prime duty. But it is also a prime duty to look after another class that I shall describe, though not with equal pathos. I speak of the boys and girls who aspire to the intellectual life, but who cannot, for the moment at least, attain to it. All over our land, in mechanics' cottages and in lonely farm houses, are thousands of youths tossing at night with weary limbs upon sleepless beds, and watering hot pillows with wasted tears, discontented with the narrow life that shuts them in, and consumed by the divine hunger for learning. Here is abundant material of which to make future scholars, scientists, philosophers, men of letters, statesmen, and men of professions. These, as well as the multitudes who hurry through school to enter shops, have their claim; and the managers of public schools must not so lose themselves in their percents, in their great masses, and averages, that they fail to discover these children, and to speed them on their way.

DISCUSSION.

E. T. TAPPAN:—I endorse the doctrines of Mr. Hinsdale's paper. There is as much disposition in this day to claim too much for the state in the matter of education as there was in former days for the church. There is need of some limitations. The province of the state varies with condition and circumstances. The state may, under some circumstances, reach down into the lower realm of education and establish kindergartens; it may also reach up into the higher education. It should not interfere in professional education, with one exception; it may prepare teachers, because it is engaged in the business of education.

But every good instrumentality for the education of the people should be sustained, no matter whether it rests mainly upon the family, the church, or the state. No good school should be decried, and there are good schools wherever there are good teachers. Whatever is done should be well done. Whether the state shall continue to educate depends upon how well it does the work.

I am not opposed to industrial education, with proper limitations; but I dissent from the claim sometimes made that the object of education is to fit men for their particular avocations. Education is to develop manhood.

D. F. DEWOLF:—There are insuperable objections to the introduction of industrial training as a part of the public school course, except, possibly, as a mere annex, for sake of the few who might be benefited. Reference has been made to the position of Superintendent McAlister, of Philadelphia. My understanding is that one thing which influences him in favor of industrial training as an element in public education, is the existence of the trades unions and their relation to the labor question.

I am not opposed to giving industrial education a fair trial. Its upholders claim that its purpose is to educate the mind as well as the fingers; that it would dignify labor, and that a boy would receive besides a theoretical education a knowledge of industrial principles that would be of service after leaving school.

E. E. WHITE:—I have listened to the reading of the able paper by Supt. Hinsdale and the discussion by Dr. Tappan with very deep interest. It may be known to most of you that I have devoted the past seven years to an attempt to solve the problem of higher industrial education, and during this time I have given attention to the question of industrial training in the lower schools. Three years ago in a paper on Technical Education in the Public Schools, read before the National Educational Association, here at Chautauqua, I ventured to present the conclusions I had then reached. I have since seen no reason for any essential modification of the positions then taken.

I do not object to Supt. Hinsdale's statement that it is the function of education to prepare man for the duties of life but I would give a very broad meaning to the word "duties." The duties of a human being are as wide as human nature and touch every point of the horizon of human activity. To fill this measure completely, education must develop every power and capability of man, and hence its domain embraces all knowledge and all art.

Permit me to make the further preliminary statement that it is impossible to draw a line through education and maintain the right of the state to teach up to that line and deny the state the right to cross it. The state has the right to teach any branch of knowledge that will promote man's welfare, or it has not the right to teach anything. There is no middle ground. The right of the state in education is one thing; its duty is another thing—a question not of right, but of expediency. As a general principle, the state should do nothing in education which may safely and wisely be left to the family, to the church, and to voluntary organized effort.

The public school exhausts neither the right nor the duty of the state in education. It is one of the educational agencies employed by the state for the education of the people, and the practical question is what shall be its scope and function? As I see it, the true function of the public school is general education. It is a common school—a school open to all and charged with the duty of imparting that training which is useful to all, which has a common or universal value. Its function is not to prepare its pupils for special pursuits, but to impart such training as will be a general preparation for all pursuits, or, what I like better, *for all the duties of life*. The prime question to be considered in determining the place of any element of education in the public school is its general utility or value.

These principles shed a clear light on the question of industrial education in the public school. Whatever industrial knowledge or technical art has universal value may have a place in the public-school course; whatever has only a limited special value has no claim on the public school. The application of this principle will certainly widen school instruction in the direction of hand and eye training, provided only that this training has a *general* value. Are there elements of

technical knowledge which have a common utility, whatever may be the future life of pupils? These common elements may certainly have a place in the school. One of these elements is industrial drawing—the basis not only of all training in the mechanical arts, but of value in all pursuits. Another common element is the eye training that comes from the study of things—of nature. The elementary facts of biological and physical science have a direct relation to all industrial callings and, what is more, to the best training of the mind. But I have not time to go into details. It must suffice to say that the teaching of trades is foreign to the work of the public schools, and the training “in the use of tools,” of which we hear so much, is of questionable value as an element of general education. It may be safely said that the devotion of two hours a day of the time of the public school to teaching the pupils the use of hand tools for working in wood and iron would be the spending of time and effort on that which the great majority of these pupils will never use in life, except incidentally. Not one-tenth of the pupils in our schools are to earn their bread by the use of hand tools, and this will be true of the majority of those pupils who are to be mechanics. The day of hand-craft is passing. As has been well said, the mechanic of the near future is to be the master of a machine. Steam is taking the place of human muscle. What is needed is not to put the workshop into the public school but to supplement public education by trade schools, technical schools, and other agencies for the education of the workman as such, and all this is coming. The public school must train the man; the special school the artisan. In other words, the public school is the *man-shop*; the trade school is the *work-shop*.

INAUGURAL ADDRESS.

BY GEO. W. WALKER, PRESIDENT OF THE GENERAL ASSOCIATION.

Fellow Teachers :

Accept my thanks for the unmerited honor you have conferred upon me in giving my name a place on the roll of the Presidents of the Ohio Teachers' Association, great and good men who have made their names illustrious by their efforts for the cause of public education in both their State and the Nation. Custom requires the presiding officer to deliver an inaugural address, but it does not point out what the nature of that address must be. The President of the United States sends his message to Congress at its opening session, with recommendations. The Governor of a State follows his example, with instructions to the legislature. Many of my predecessors have imitated his excellency, and made their recommendations to the same body. It might not seem improper that the president should set forth in his opening speech what important themes ought to be discussed by the assembly over which he is about to preside. But the executive committee has already performed that service and relieved him of the

onerous and delicate duty. Many of our inaugurals have been budgets of educational topics and educational recommendations. A discussion of the objects of the association would forbid my departure from the general rule.

The theme is not one of my own choosing, but the events of the last three or four years compel its consideration. Why do we associate? When shall we meet? Where? What should we discuss? Representatives from all portions of the great State of Ohio, from all grades of schools, from the city and the country, make their annual pilgrimages to this association to take counsel together to discover the best means of education, to review the criticisms and experiments of the past year, to discuss the general principles that underlie public instruction, to devise measures which shall increase the efficiency of our common schools, to enjoy each other's society for a few days and thereby obtain new zeal and new inspiration for the coming year, to endeavor with one mind and one heart to seek the greatest good of the greatest number of the youth of their State.

When and where we shall meet depend largely upon the objects sought to be accomplished by the association. The place of meeting has greatly perplexed the executive committee, since the burning of our magnificent headquarters at Put-in-Bay. The committee has yielded to what seemed to be the popular demand of the association, and a third time we have passed the boundary line and pitched our tents in the Empire State. The committee has always entertained the highest regard for the opinions of those members who have honestly opposed going outside of their native State. But there seems to be force in the question, "If we must meet in July why be cooped up in a city," with the thermometer at 100° in the very hall where we are assembled, as it was at Cincinnati in 1865? Why not take advantage of the refreshing breezes just across the border at Lake Chautauqua, or even on the mountain tops of West Virginia? If the association ought to confine its efforts mainly to the general means of education, to discussion of topics that ought to be framed into school laws, or if our efforts are to be directed toward the education of the people rather than the improvement of the teacher, then I am satisfied we meet at the wrong place, and at the wrong season of the year. We should meet during the holidays, and the place should be the capital of the State. The proceedings should be so reported as to reach every part of the State. Not only the city dailies, but the county papers should contain all the important discussions.

But subjects for legislative enactment, or for the general information of the people, as a rule, secure the earnest thought and efforts of only a few leading educators. Such an association would no doubt render valuable service. But on the contrary, if the object of this association be mainly for the improvement of the teacher, if we are to deal with the internal working rather than the machinery of our system, if the social element is to be an important feature, if it is true that more real benefit is derived from the chat on the lawn than from the discussion in the auditorium, then let our meeting be held at a summer resort, where we can enjoy the cool shade of the grove and the gentle zephyr that touches the mountain top or kisses the silvery lake. A

careful survey of about twelve years of this association's history reveals the fact that not one-tenth of the subjects discussed are of such a general character as to appeal to legislative enactment. None of the subjects, such as county supervision, normal schools, township system, etc., to which the attention of the solons has been called within the last few years, has passed into enactment. They are all excellent measures, no doubt, but in this money-loving age the very persistence with which they have been urged has led many men who should have been their friends to oppose them. There seem to be few persons capable of believing that any man can be pure enough to work devotedly for the public good. The power that moves legislators in these days is not the universal inheritance of the schoolmaster. One man who has studied the habits of the law-maker, a good fellow who spends his winters at the capital, will have more influence with the average legislator than all the logic the schoolmaster can manufacture and fire off during the week of Holidays. If any one disbelieves this let him imitate the ancient knights, and clothed in a coat of mail, armed capapie, challenge the solons to a combat, and he will find a foeman worthy of his steel. For the present, it may be as well to give the law-makers a rest.

The association has never taken kindly to sections. They have nearly lost their personal identity; and the subjects generally discussed, either in sections or general association, are of interest to most of those in attendance. Some of these subjects can never grow old. Classification and courses of study, with their ever varying phases, must forever furnish occasional themes for discussion. The value of higher education and its relation to the lower have never been fully settled and adjusted. Literature in common schools has not yet found its exact place. It is a comparatively new and prolific theme. Superintendence (notwithstanding the able paper of my friend, Dr. Hancock,) has not yet become a science. Industrial education has received marked attention during the year, and is still demanding a hearing. Science in common schools, object teaching, the literary culture of the teacher, ethical education, and kindred subjects, and new ones, must constantly arise to agitate the mind of the educator—themes that can be discussed equally well on the borders of Lake Erie or Chautauqua.

During the past year the magazines and educational journals have been discussing "Health in the public schools," "Over-work," "Hindrances to success," "What education is most valuable," "The anti-recess question," etc. These are questions of vital importance, and demand the careful investigation of every pedagog.

Teachers, as a rule, have not given sufficient attention to the laws of health. The healthy, vigorous body exults in activity. The healthy brain delights in mental exertion. Physiology and hygiene should constitute a part of every teacher's course, upon which he should be required to pass an examination. He ought to be able to ascertain the conditions of air and water, and so look after the ventilation and sewerage that no noxious gases or vitiated air may find an abiding place in the school-room. This information should find its way into the family. The mother should be taught the use of heating

and ventilation, the art of cookery, and the nature and effects of food. The physician should practice prevention rather than cure; he should be paid more for advice than for prescriptions.

While we work the brain the body must have heat, and light, and air. All power feeds upon the elements. If you were at the Centennial you will remember that in the center of machinery hall, a building covering fourteen acres, stood the "Corliss engine," with a fly-wheel thirty feet in diameter, and a walking-beam that weighed more than twice ten thousand pounds—a tower of strength, a veritable king. A lever moves, and forthwith life pours into every artery in the great hall, and it pulsates to its very extremities. All other machines are subservient to this one. How powerful, and yet how gentle, alike producing the ponderous blow and flying the swift shuttle to weave the most delicate fabric. This immense engine is not the vitalizing power. It is moved by an unseen agent. And to produce that power the elements of air, water and earth are combined. The mind that moves it all, so much more powerful than the engine, and so much more perfect, as it comes from the hand of the Divine Architect, is also compelled to place the same elements under tribute. We, too, must have food, water, and pure air in abundance, or the delicate machinery of the brain will not perform its functions with any degree of vigor or precision. It is true that many an ancient pedagog, in the days of log school-houses, has taught an excellent school, furnished his pupils food for thought, and sown seeds for a life of culture, who had never studied hygiene, and knew no more of the philosophy of education than the farmer does about the steer's digestion when he throws him his corn. The boy learns, the steer fattens, and philosophy neither helps nor hinders the process. Given the soil and the acorn, and the giant oak towers to heaven, and no one asks,

"Upon what meat does this our Cæsar feed,
That he hath grown so great?"

But we have passed the days of log school-houses, where the wind came whistling in at every crevice, and we shivered around a huge fire. Then robust boys and girls were educated, for none other could endure the process. The question now is how to produce a strong and vigorous race of men and women by the new process. The modern school-house has one foot of solid brick and mortar, with an inside finish of more solid plaster, and all the modern appliances for doors and windows, so forcibly reminding you of a patent fruit-can, that you are led to inquire whether it is expected to preserve the young hopefuls by excluding the air. Into this sealed apartment you introduce the steam radiator, or the heated air from the furnace. Abundance of light must come from the left and the rear of the pupil, or more recently from the left, and yet we are not happy. No doubt it would be safe to imitate nature, and introduce or reflect it from above. The direct rays of the sun must be excluded, and the curtain-hanger attaches his patent fixtures to the top of the window, and forthwith leap two yards of curtain. Now you have had the architect, the builder, the steam-fitter, and the curtain-hanger, each of whom has performed his work so as to display his stock in trade. Add to

this an insufficient play-ground, and you are supposed to be ready for business. Two score of bright girls and boys enter the apartment, and are delighted with their new quarters. The modern teacher is there, who has taken lessons in a normal school under a first-class artist, and has, moreover, recently imbibed some notions of the "new education." The heating, lighting, and ventilating are explained to her. They are all very simple, a child could manage them. Air, light and heat are let on or shut off as she pleases. The teacher is an enthusiast, as every teacher should be, she is carried away with her work, so are the pupils. Will she be sensitive to bad air, to heat, or cold, or even want of light? She is too much absorbed. You drop into this room on a cloudy day. The blinds are down, but no one has observed that there is not sufficient light. Another day pale faces indicate too low a temperature. A third day the flushed faces, the excited and nervous teacher and pupils tell the tale of too much heat and too little ventilation. These are sources of ill health, and the school-ma'am is held responsible. But she has enough to occupy every moment of her time without this additional burden. The man who will furnish an automatic regulator of heat and ventilation will prove himself one of the greatest benefactors of this age. Where is the magnificent school building, so constructed that one man can put his hand upon the levers that will furnish the necessary heat and pure air for any room in the building. Where is the schoolmaster so wise and ingenious that he can invent an instrument that will register at the furnace the amount of heat and the impurity of the air in each room, and by the turn of the crank change the conditions. When the invention puts in its appearance it will take a commercial value, and the problem is solved. "There's millions in it." Pardon this digression.

Many public school teachers are enthusiasts; they love their work. Their pupils enjoy their studies, and school officers are anxious to obtain their services,—have even been known to open their purse-strings and say come over and help us. Then comes the ominous note of warning from one of our leading magazines, "The children in our public schools are over-worked." "If it be true it is a grievous fault." No doubt there are cases of over-work in the common schools, but we believe the observation of those before us will affirm that a large majority of the cases of over-work, as reported by physicians, are of pupils who never have shown a disposition to perform even moderately the work required of them. You have smiled at the physician's certificate which asked you to excuse the pupil from a very limited amount of drawing, on account of impaired vision. Suddenly other visions rise up: A pile of trashy literature recently captured from the same individual, reliable information that this pupil keeps late hours, that those same imbecile eyes have faced a most brilliant light for several evenings a week. But there seems to be a prevailing opinion that children fail of proper culture unless they are early taught to appear in society. This part of their education must be secured at any price. A French critic says that American mothers have early solicitude with regard to their daughters, and that parties are mainly planned and manipulated in their interest. It is time that early and

brilliant birthday parties and surprise parties are improvised to give the three-year-old and upward a notion of society. These juvenile parties are usually well-conducted, but they sometimes develop into extreme rudeness, under the plea of letting the children have a good time. One such party will seriously interfere with the work of a school for a week. Forty children, forty birthdays, probably not so many parties; but if it assumes a contagious form it may spread like the measles or the whooping-cough. When parties of another form attack the higher grades we have the additional evils of late hours, late suppers, and sleepless nights. After a surfeit of this society culture it is rather refreshing to read in the dailies that "the President would not permit his son Allan to be one of the ushers at the wedding of Attorney General Brewster's niece the other day—not that he loved the bride less, but because he loved the boy more. Allan is but nineteen years old, and the President wants him to attend to his college duties and keep out of society until he graduates."

Another question that has come to the front during the year is the anti-recess question. Vigorous play, under favorable circumstances, is a wonderful promoter of health and strength. But to the careful observer there are grave questions connected with recesses that cannot be sneered down by any such epithets as "anti-recess craze." The lunatics are on the increase, and although they may be harmless they are still at large. Is it a desirable thing to give fifteen minutes for the delicate girl or boy to go out, unprotected by clothing, to shiver in the cold, or possibly worse still, to be drenched with rain or snow, or to give the same time to some burly boy to bully the play-ground, or the gamin to give lessons in profanity and vulgarity? The recesses manufacture more trouble and annoyance for the school-room than all other sources combined. It is a rational question for discussion, and it ought to have a rational solution. It seems to me that the larger cities will be compelled to meet the issue fairly. I have no solution for the problem unless it be proper supervision of the play-ground.

That old question of what education is of the most worth is like Banquo's ghost, it will never down. A few weeks ago it materialized in Chicago, and one of the Chicago principals asserted that that is the best education which "teaches boys how to make most money." Such a narrow view of education leads us to exclaim, the foes are of our own household! The rush for wealth and position, and a low estimate of the real value of an education yearly sweeps from our schools thousands of bright, capable boys who are not compelled to earn their daily bread. The demand in our cities for operatives in factories, telegraph messengers, carrier boys, delivery men, clerks, etc., has made it almost impossible to keep boys in school long enough to secure a common-school education, and many of those who are restrained from leaving by their parents are so demoralized that it is exceedingly difficult to secure results that have even the semblance of culture. This mercenary view, with its grasping theory, forgets the great qualities that enter into complete manhood. There is in it no room for generosity, kindness, good will and all the amenities of life. It cannot include self-sacrifice to country, to fellow men, or obedience to the right for the love of Him who is the source of life and truth. It

forgets the great educators like Prof. Agassiz, who have made the world better and wiser, but have never had time to make money. It forgets that the citizen is the sovereign before whom all question of right and policy must finally be adjudicated. It robs us of what the state most needs—great and good men and women. It violates the fundamental principle of public education, “the good of the state,” and in its selfishness cultivates the soil for venality, jobbery and bribery.

Lord Brougham’s “schoolmaster abroad armed with his primer” was more than a match for “the soldier in full military array.” But the question to-day is not whether he can match the soldier, but whether he can over-match monopolies, and bosses, and rings, and machines. The turbid stream of politics moves on, and woe betide him who would purify it. The day when the officer shall be chosen on account of his fitness for the position, and when his continuance in office shall depend entirely on his efficient service, seems to be in the dim distant future. But if the machine must be run the schoolmaster must prepare the bosses with heads so clear and hearts so large that it will be run in the interest of the people. The education which shall quietly meet the great needs of the state must forever make its loudest demands upon the public teachers—the pulpit and the school. The *great* purpose of the schools must be to prepare the youth of the land to discharge the duties of good citizens. Outside of this is the special work of making “good preachers, lawyers, doctors, chemists, teachers, journalists, engineers, merchants, master workmen in every good work, and heads of every good organization in church and state.” But as on the college campus all paths lead to the chapel, so should the sources of training and culture lead to the development of the most perfect type of Christian manhood.

We make these pilgrimages, not once in a life to Mecca to pay our vows, but annually as the Jews attended the feasts at Jerusalem, to spend a few days in social intercourse, to become imbued with the spirit of the true teacher, to catch new inspiration for our life-work. We can call to mind some teacher full of the learning of the schools, clear, methodical, whose silver voice dropped nuggets of knowledge, but who never awoke one thrill of emotion in our hearts, nor ever aroused an aspiration for true greatness in our souls, while another less brilliant, by his very presence waked a new life within us, and by his nobleness of soul was an inspiration and a light to us. In the life of every good teacher there is something better than the lesson taught, something nobler than his words of instruction. So we may be moved by the words and thought in the auditorium; but when we come in contact with a great life, its “magnetic sympathy is more than intellectual attainments, better than culture, and higher than genius; it is allied to the Divine, the Eternal.”

Man has multiplied and replenished a large portion of the earth and subdued it, and taken dominion over the fishes of the sea and the fowls of the air. He has made the desert to blossom as the rose. By culture he has changed the bitter almond into the luscious peach, and by nurture and proper food has transformed the wild ox into the beef-producing Durham. He covers his nakedness no longer with fig-leaves, but adorns himself with royal silks and merinos. He has ex-

changed the cave and the rude hut for the spacious mansion. Steam motors and telegraphs enable men from the extremities of the continent to dwell together. The human voice has taken the wings of the morning and "helloes" in the uttermost parts of the earth. The schoolmaster must be abroad, must attend the associations, or he will fail to catch the music and keep step with the advancing age. The advancement of science is wonderful, but it shall dwindle into insignificance beside that amazing distance that shall intervene between the savage and the American citizen, if his education shall keep abreast with the world until he attain a complete stature of body, and mind, and the moral purity of perfect manhood.

A machine perfect in all its parts best accomplishes its purpose. The philosophy of the wonderful one-horse shay has its application to a well-developed human being. There must be no weaker part. The physical, mental, and moral being must be one harmonious whole. Thus we shall be able to live longest, be most, do most, and enjoy most. The man that lives in accordance with physical laws writes the best treatise on hygiene. Those who do noble deeds and live noble lives do away with the necessity for creeds.

SHOULD THE MINIMUM SCHOOL AGE BE CHANGED ?

BY J. E. SATER, COLUMBUS, OHIO.

In 1873, the minimum school age in this State was changed from five to six years. There is no record of the reasons assigned for the change, so far as discovered, nor does there seem to have been much discussion of the question even among teachers. Owing to the reluctance with which the Legislature interferes with any feature of the school system, it may be safely assumed that its action was in conformity with public sentiment. At any rate the people acquiesced and I am not aware of any widespread dissatisfaction with the present minimum age. When this same question was discussed at Cleveland four years ago, the vote on the resolution expressing it as the sense of the Association that the present law should remain unchanged, stood forty yeas to ten nays. But the majority may be mistaken.

Eminent gentlemen of the profession, who have given the question deliberate consideration, entertain the opinion that the minimum age should be reduced to five years, if not for the State at large, at least for the cities, giving them at the same time the privilege of establishing kindergartens. A bill embodying this latter view was introduced into the last General Assembly, but was never put upon its passage.

The reasons assigned for the proposed change are entitled to respectful consideration. They are based on the unfortunate condition of numbers of children in the cities and larger villages. There are in these centers of population children living in narrow, filthy alleys, poorly clad, surrounded by evil associations, uncleanly, uncultured as to self-respect and the "divine sense of shame," untrained as to habits of industry,

obedience, civility, and self-control. They are the street Arabs. If they do not come from the criminal and vicious classes, they readily drift into them. By the time they have attained six years of age, their influence on their associates has become corrupting; they submit to restraint impatiently; their school life is limited to a few years, each of which is characterized by frequent absences, poor scholarship, and disorderly conduct. They, as citizens, swell the destructive and dangerous element of society; they become a standing menace to good government. When parental instinct is crushed out by the weight of vice, when the anxiety of parents for the welfare of their offspring yields place to indifference, when the parents may even inculcate the first lessons of vice, it is urged that the state should interpose its beneficent hand in behalf of its citizens and future voters.

There are, too, parents, industrious and law-abiding, but too poor to furnish instruction and amusement for their children. Their homes, from necessity, are often scantily furnished and uninviting. They may be on back streets, or alleys, amidst unwholesome odors; they may be in close proximity to dens of vice. The father, with his dinner upon his arm, trudges to his work early in the morning, not to return until six in the evening. Fatigue then banishes the thought of entertaining his family. The wife, too, perhaps, to assist the father, goes out to work one, two, or more days per week, to be gone nearly all day. The children under six years of age are left alone, or with one of the older children, or to roam the streets. Circumstances are against such families. Poverty, intellectual as well as material, settles down upon their abode. The prospects of a betterment of condition are so remote that hope seems to die out; the family submits to unceasing drudgery, and but seldom do its members rise above their condition at birth. In the hard race for the barest necessities of life, the future voter, the child of the state and of a well-deserving citizen with scant home and school training, is, under unfavorable circumstances, left almost single-handed to meet temptation and to fight the battle of life.

The strong-willed children of over-indulgent parents of the middle and wealthy grades of society constitute still another class which would be benefitted by the wholesome discipline of the school. Such children, often entrusted to nurses of a less positive nature, grow into childhood without learning the great lessons of obedience to lawful authority, of self-restraint, of sacrifice for the convenience and good of others. If subjected to the salutary influence of the school at an earlier formative age than the law now permits, much of the over-weening parental indulgence would be obviated and more easily counteracted; greater regard for the rights and feelings of others would be secured. The lessons of equality, and of respectful obedience to constituted authority, would make a deeper impress, and contribute to the happiness of the child and his usefulness as a citizen.

The school life of the average child, moreover, is short. This is especially true in mining and manufacturing localities. In Cincinnati there are many children whose school attendance is limited to from three to five years; some attend even a less time. In making a plea for the establishment of kindergartens, the superintendent of the St. Louis schools said: "The average duration of the school life of a

child in manufacturing districts is only three entire years. Commencing at the age of seven, he completes his school education at ten. If he could be properly cared for in school at five years of age, his school life would last five years. This period would suffice to make a durable impression on his life." On the attainment of an age at which a livelihood may be earned, many children are withdrawn to assist in supporting the family. Why should not the school life of such children be prolonged by an earlier admission into the public schools? By such admission all the foregoing classes may be preserved from one year of temptation, perhaps of lawlessness. Why should not their busy hands and active minds be given useful employment? If nineteen territorial divisions, with a population of 25,000,000, have adopted six as the minimum age, twenty States and territories, with a population of 22,000,000, have made five the minimum; six territorial divisions, with a population of 3,000,000, have placed it as low as four. That many parents would gladly avail themselves of the opportunity for the earlier education of their children is evinced by the tendency to place them in school as soon as they have attained the requisite age. Some parents, it is said, will even misrepresent their children's ages to secure their admission to school privileges.

Such are the reasons assigned for the reduction of the minimum age. They are not trifling; they appeal to our sympathy, our patriotism, our philanthropy. But let us examine these arguments and glance at the other side of the question.

The variation in the minimum school age of the several States depends largely on local considerations. The same differences, doubtless, give rise to the diversity of opinion within the borders of our own State. If there is occasion for a change, the arguments will be drawn principally from conditions existing in cities and the mining and manufacturing regions. If such be the case, a law, general in its provisions, is not necessary; it should be applicable only to those particular localities feeling the need of it. Unless attendance be made compulsory—an impracticable thing, it seems, at present—it is doubtful whether a change in the law would benefit any considerable number of the classes for whom it is intended. The names of the street Arabs, and of the neglected children, are, of all, the least likely to appear on the roll of attendance. Many of the wealthier parents secure instruction for their children at home, and purposely delay their entrance into the public schools. The middle grades of society, the classes having no special need of such a law, would furnish an overwhelming majority of the five year old pupils.

Do not the arguments for the change prove too much? If it is to the interest of the state to take charge of children at five years of age to shield them from temptation, will not the same argument apply for taking them at an earlier age? If it is bad, as all admit, that they should be left at home or turned loose on the streets at five years of age, is it not still worse that when more susceptible to impressions these things should be done? If the state proposes to enter wholesale into this business of supplying neglected home-training, could it not do its work more effectually by taking the child while in the nursery? Shall the state become in this manner a benevolent institution? Would

it not be as well to appeal to the sense of parental responsibility, and to private charity, to adjust these extreme cases?

The remedy proposed would be inadequate. Hygienic principles forbid the attendance of pupils of so tender an age for more than three or four hours per day. The child's physical energies are largely devoted to growing. While the capacity to perform mental labor varies widely, yet it is a pretty well established principle that pupils six or seven years of age make as rapid progress by three hours schooling per day as by five or six hours schooling, and physically they are better off. The Medico-Legal Society of New York recommends that for children under eight years of age the maximum schooling be three hours per day.* If, then, regard be had to the laws of health, the children would be taken from the streets and unfavorable influences but a few hours at best. It is not pretended that the surrounding circumstances would be less pernicious outside of school hours than they are at present.

A general law reducing the minimum school age would in many instances work injuriously on the schools. In rural districts and small villages, where schools are poorly classified, where teachers now have from twenty to thirty classes per day, to introduce still another grade of pupils requiring from three to four recitations daily, and demanding even more care and patience than the present abecedarians, would be to impair the efficiency of the entire school. Kindergarten work then is out of the question. The pupils would be put at dull routine work with the same methods as now employed with pupils six or seven years of age. A peep into such school-rooms would reveal almost any day a number of slumberers, or of pupils too nervous to do aught but play. These children, unable to apply themselves closely and voluntarily to a single lesson more than fifteen minutes at a time,† would be obliged to sit listlessly the greater portion of the time spent in school, their feet dangling between the seat and the floor, acquiring habits, not of concentrated, but of diffused attention. They would as a rule be poorly taught. Taking the State as a whole, it may safely be said that no part of instruction given in the public schools ranks lower than that given to beginners. Who that has taught in institutes does not know that to devote much of his time to methods of primary instruction is to risk his reputation as an instructor? To enact a general law reducing the minimum age to five means simply to admit from 50,000 to 70,000 pupils to the public schools, most of them with

* For an interesting article on this subject, see the paper read by Dr. D. F. Lincoln on "Half-Time Schools," before the American Science Association, 1877; also "School Hours for Children Under Ten," by A. J. Rickoff, Ohio Educational Monthly, Vol. XIV., page 444.

† Dr. Lincoln, in the paper referred to, gives the following as a teacher's estimate of the length of time a pupil can attend closely and voluntarily to a single lesson:

From 5 to 7 years.....	about 15 minutes.
" 7 to 10 "	" 20 "
" 10 to 12 "	" 25 "
" 12 to 16 or 18 years.....	" 30 "

minds too immature to comprehend much of the instruction imparted, and with bodies too frail to endure protracted effort and long confinement. No one familiar with school work will deny that the intellect may be blunted by too early efforts and bad principles of teaching. Greater efforts are afterwards necessary to quicken into activity energies which should never have been permitted to droop.

Pupils who enter at seven or eight years of age ordinarily keep pace with and often surpass those who enter school at earlier ages. Physically and mentally their powers of endurance are greater. They are less liable to become sated and stupid, to lose the keen appetite for work. To reduce the minimum school age would so burden many teachers as to prevent the exercise of that care and tenderness which young and growing minds require.*

The question looked at from a financial standpoint presents another practical difficulty. The alteration means more teachers, more buildings with equipments. It is agreed that the State should not be penurious, that it should sufficiently compensate its employes and properly equip its schools; on the other hand, the friends of the system err egregiously in encouraging expenditures beyond reasonable limits, or by increasing them at an inopportune time. The people of this State have made liberal educational provisions; but is the present temper of the public mind favorable to an increased outlay? Let us look at this question first on the supposition that the same kind of instruction will be given to primary pupils as at present.

In 1880 there were in Ohio 80,212 five-year-old children. That a large percentage of the total enumeration at six years of age enter school is a well known fact. In 1882, out of 1,206 persons six years of age in Columbus, 1,176 entered school. The records of Holyoke, Mass., show that in May, 1882, there were 441 children between five and six years of age, and that 519 between those ages were enrolled within the year. This indicates the enrollment not only of a large number of those who had attained the minimum age when enumerated, but of many also who reached it within the school year. The schools of Fitchburg, Mass., in the month of May, 1882, enrolled 152 five-year-olds out of a total of 263. This indicates a monthly enrollment equal to fifty-eight per cent. of the enumeration. In New Hampshire, in 1881, 5,281 persons under six years of age, and 59,113 over six years of age, attended school. The same ratio in Ohio in 1882 would have given an increased attendance of 67,000 at an additional cost of \$680,000. The same percentage in Ohio as in Fitchburg, Mass., would have increased the monthly enrollment 46,000. This would have made an additional expense of \$600,000.

The increased expenditures for the State at large, it may be urged, would be less than the above figures would indicate, as many schools

* The argument is tersely stated in the following dialogue clipped from a leading journal: A little fellow of five, going along the street with a dinner pail, is stopped by a kind-hearted gentleman, who says: "Where are you going, my little man?" "To school." "And what do you do at school? Do you learn to read?" "No." "To write?" "No." "To count?" "No." "What do you do?" "I wait for school to let out."

can receive more pupils with the present teaching force; but the outlay for building purposes which would be necessary in cities and villages would counterbalance such cases for the first years at least.

In Boston, in June in 1881 and 1882, the enrollment of five-year-old pupils was 55.5 per cent. of the enrollment at six years of age; in February, 1881, it was 60 per cent.; in February, 1883, it was 65 per cent. In nineteen cities of New Jersey, in 1882, it was 55 per cent. Within the year 1882-83, about 6,000 pupils six years of age entered the Cincinnati schools. Should the enrollment of pupils at five years be 55 per cent. of the enrollment at six, the increased expenditure for that city, for tuition alone, would be \$44,000. On the same assumption, the increased outlay in Columbus for tuition would be \$5,500. The approximate cost for the various cities may be determined by reference to their published reports.

But, is not the cost of education in the cities of Ohio somewhat in excess of the cost in the cities of many other and adjoining States? To determine this question, information has been gathered as to the school attendance and expenditures in the ten cities having the largest enrollment in each of the States of Ohio, New York, Wisconsin, Pennsylvania, also from all the cities of New York and New Jersey. The figures are all taken from the Reports of those States for the year 1882, and are as follows:

	Number of pupils enrolled	Average daily attendance	Total expenditures	Cost of sites purchased and buildings	Cost per pupil on enrollment, omitting cost of sites and buildings ..	Cost per pupil on daily attend., cost of sites & buildings omitted ..	Cost per pupil on average daily at'd, cost of sites & buildings included .	Weeks school in session
Ohio*	98,270	74,846	\$2,233,930	\$327,496	\$19 40	\$25 47	\$29 84	40
New York*	400,748	.....	5,922,912	818,706	12 73	.....	.....	..
Wisconsin*	36,106	24,000	383,560	24,789	9 91	14 95	17 98	38
Indiana*	41,241	29,053	614,227	.....	.....	.....	21 14	..
Pennsylvania* ..	240,746	142,627	2,765,170	.....	.....	.....	19 39	40
New Jersey†	90,340	53,859	985,500	80,415	10 00	16 80	18 29	40
New York†	433,913	258,720	6,345,730	874,775	12 60	21 14	24 52	40

*Ten largest cities. †All the cities.

Making due allowance for inaccuracies which may have crept into the statistics, the comparison is suggestive. I do not wish to be understood as favoring retrenchment in school expenditures, but as questioning the advisability of increasing the outlay for educational purposes in the cities of this State. Should we fail to exercise a wise discretion in the financial management of the public schools, the result can but be disastrous to the interests we seek to promote.

Let us now consider the item of expense from the kindergarten standpoint. Wm. T. Harris, at the National Educational Association

in 1879, in his paper on "The Relation of the Kindergarten to the School," made the following statement :

"If the traditional form of the kindergarten be adopted—that of a teacher to each dozen of pupils—and that number forming an isolated kindergarten, the annual cost of tuition would be from fifty to one hundred dollars per pupil, a sum too extravagant to be paid by any public school system. The average tuition per pupil in public school systems of the United States ranges from \$12 to \$20 for the year's schooling of 200 days. No school board would be justified in expending five times as much per pupil for tuition in the kindergartens, as it expended for the tuition of a pupil in the primary or grammar school. If it is necessary to limit the number of pupils per teacher to twelve, or twenty, while in the primary school each teacher can manage and properly instruct fifty, or seventy, it becomes likewise necessary to invent a system of cheaper teachers."

W. N. Hailman, under date of May 12th, writes: "The wages paid vary. In public schools \$300—\$900 are paid." Miss Matilda H. Ross, under date of May 16th, writes: "We pay our teachers \$40 per month for the first year's services, \$50 per month for the second year, and shall probably increase the salary each year until the maximum amount we are able to pay will be reached. * * The salary we pay is for three hours' service each day, from 9 A. M. until 12 M., and is equivalent to \$80 or \$100 per month in public schools."

Mr. Harris, in the paper above quoted, proceeds to explain how St. Louis obtained a cheaper class of teachers. The director of each kindergarten is a well-paid teacher. The assistants are novitiates. The first year their services are voluntary. The second year, after an examination in the theory and practice of the kindergarten has been passed, they receive a small salary. The third year, after a second examination has been passed, they may be appointed directors, and receive a larger salary. For every 150 pupils there were one director at a salary of \$350 per annum, and four assistants at a salary of \$125 per annum. The total cost of tuition for 150 pupils amounted to \$850 per annum. If the director taught two sessions per day, the salary paid was \$600; if the assistants taught two sessions each day, they received \$200 each. In 1878-79 the cost per pupil, based on the average number belonging, was \$5.70. The introduction of kindergartens into the St. Louis schools is reported to be a successful experiment. If the cost per pupil in the cities of Ohio should not exceed the cost in St. Louis, one of the formidable barriers to the introduction of kindergartens would be removed.

But, continues Mr. Harris: "Now we come upon the most important practical difficulty in the way of the general introduction of the kindergartens. If the teachers are no better than the average mothers in our families, if they are not better than the average primary teacher, it is evident that the system of Froebel cannot effect any great reform in society."

Should the introduction of Froebel's system be determined on, it would necessarily be gradual. The following table shows its growth in the St. Louis schools :

YEAR.	No. of Kinder- gartens.....	NUMBER OF TEACHERS.		
		Paid.	Unpaid.	Total.
1873-74.....	1	1	3	4
1874-75.....	4	4	13	17
1875-76.....	12	12	38	50
1876-77.....	30	32	150	182
1877-78.....	40	60	139	199
1878-79.....	53	131	65	196
1881-82.....	...	.....	.....	187

In Detroit, in 1878, there was but one kindergarten; now there are fourteen in successful operation. To ascertain to what extent private kindergartens have been introduced into Ohio cities, inquiries were made of a number of superintendents. In Akron there is one kindergarten with 35 pupils; in Hamilton, one with 20 pupils; in Lima, one with 20 pupils; in Toledo, two with 60 pupils; in Canton, none; in Dayton, none at present; in Cincinnati five, with from 150 to 200 pupils; in Columbus, two with 30 pupils. No information was obtained from Cleveland. These facts indicate that a general introduction of kindergartens would be a work of considerable magnitude, and require at least from four to six years. In the meantime the great mass of five-year-old pupils would be obliged to enter the primary schools as now conducted, and at a cost to the State approximating that already estimated.

In what has been said of the kindergarten in this discussion, I do not wish to be understood as antagonizing its introduction. No attempt has been made to discuss Froebel's system as to its merits. That is left to persons more thoroughly acquainted with its practical workings and underlying principles. Should it, however, possess a moiety of the excellencies claimed for it, its introduction into the public schools will mark an era in primary instruction, and prove to be of immense value to pupils.

The following statements are taken from the Report of the St. Louis schools for the year 1874-75, page 99:

"1. The kindergarten children submit more readily to school discipline than do children received directly into the primary room.

"2. The average intelligence of the kindergarten pupils is greatly superior to that of children who enter school without previous training. They observe accurately, seize ideas rapidly and definitely, illustrate readily, and work independently.

"3. In addition to superior general development, the kindergarten children show special aptitude for arithmetic, drawing, and natural science; have quick comprehension of language, and express their own ideas with accuracy and fluency."

Again, in the Report of 1875-76, pages 112-114:

"Making allowance for exceptionally brilliant children, it is found that children who come from the kindergarten excel the others in ability of self-help, and in maturity and quickness of sense-perception, and in their grasp of thought. * * * The advantage is about 14 per cent., or 1-7 in favor of the kindergarten children of the same age. But in matters of skill, taste, neatness, and many other things, this measure is no test whatever."

Whether it be incorporated into the school system or not, it is destined to modify and greatly improve the present modes of primary teaching.

Should the law be so amended as to make the minimum school age five for cities, as some propose, leaving it at six for other districts, unless the mode of apportioning the "State common school fund" be changed, a vexing question will certainly arise. City districts would gain at the expense of all others. The township, special, and village districts would doubtless antagonize any system of distribution which would discriminate against them. At present each school district receives from the "State common school fund" about \$1.50 per pupil annually. If, to secure a uniform mode of distribution, the law should make the enumeration of youth between six and twenty-one the basis of apportionment, city districts would receive no portion of such State fund for their five-year-old pupils. The cost of their education would fall entirely on the cities as an additional expense. These centers of population may assert that, as they contribute so largely to the total tax receipts, it is but just that they receive a portion of the "State common school fund" to assist in training their five-year-old pupils; and that, as the temptations of city life are greater than those of country life, the rural districts are interested in and should aid in this earlier training of citizens. The rural districts may reply that the country schools are even now inferior to those of the cities, that the strong should assist in bearing the burdens of the weak, and that the centers of wealth and the State at large cannot afford to cripple any portion of the schools of the State or to swell the dangerous and ignorant classes. Thus might be precipitated a discussion, already in its incipency, as to the propriety of repealing the law providing for a State tax of one mill on each dollar of taxable property, and of making each county or locality entirely responsible for its schools. The question of withdrawing State aid from the public schools is a grave one and far-reaching. Will such a discussion redound to the prosperity of the school system? Will it be advisable to hasten such discussion by inducing action of the Legislature as to changing the minimum school age? These questions are respectfully submitted for consideration.

But the question is one of sanitary as well of economic importance. The mortality during the first five years of life is astonishingly great. This indicates a still greater amount of disease and susceptibility thereto. "These decrease, as the child becomes older—so much, indeed, that the mortality of the second quinquennium is only a thirty-third of the mortality during the first five years." * The census of 1880 shows that the total number of deaths within the census year was 756,893. Of these persons 302,806 had not attained the age of five years. In other

*From letter of Hon. Jno. Eaton, April 6, 1888.

words, out of every 1000 persons that died, 400 had not attained the age of five. Out of the same 1000 deaths, the number of persons who died between the ages of five and fifteen was 88. The mortality from five to six is doubtless greater than from six to seven years of age. Will the admission of children to school life at an early age increase or diminish this mortality? To subject children to daily drilling in all that pertains to primary education, in rooms often crowded, badly ventilated, and either too hot or too cold; to subject them to the strain and excitement often attendant, on examinations and other competitive enterprises of the school-room; to endure the exposure in inclement weather in going often considerable distances to and from school—will these things conduce to healthfulness, or will they sap vitality at a period which either confirms or destroys health?

In Pennsylvania, out of 12,983 school-houses, 5,313 are badly ventilated; 1,306 are unfit for use; 3,347 are first-class; 8,234 are supplied with suitable furniture; 3,405 are supplied with injurious furniture; 7,928 have grounds of sufficient size; and 2,517 have grounds suitably improved. Of the above houses, 363 belong to cities, Philadelphia omitted; 16 are unfit for use, and 44 are badly ventilated. In Wisconsin, out of 5,629 school-houses, 4,430 are reported in good condition; 3,976 are properly ventilated. Of the 179 school-houses belonging to the cities, 168 are in good condition, and 109—61 per cent.—properly ventilated. In California, in 1880, 1,899 districts reported houses well ventilated; in 150 districts the houses were not well ventilated. In New Jersey, “268 school-houses, being 17 per cent. of the total number in the State, are provided with some means of ventilation other than doors and windows. Essex has 49 buildings with some system of ventilation, against 28 without; Union 24 with and nine without; Bergen 32 with and 39 without; Camden thirty with and thirty-five without. Not a single school-house in either Cape May or Salem is provided with any means of ventilation except by the doors and windows.

In the cities 90 buildings have some system of ventilation, and 67 are reported as having no means of ventilation except doors and windows. All the school-houses in Bridgeton, Camden, Gloucester City, Orange, Passaic, Perth Amboy, Phillipsburg, Plainfield and Rahway are provided to some extent, while all the buildings in Jersey City and Salem are destitute in this respect.”

The report of California is remarkably favorable, 93 per cent. of the houses being well ventilated. In Pennsylvania 41 per cent. and in Wisconsin 39 per cent. of the school-houses are badly ventilated. Both of these States have county superintendents who doubtless exert a wholesome influence in the way of securing suitable buildings. It will be safe to say that from 40 to 50 per cent. of the school buildings of Ohio* are badly ventilated, and that as large a percentage of teachers do not know how, or forget, to ventilate their rooms properly. One

*For ventilation of Ohio school-houses, see Report of Commissioner of Common Schools, for 1881.

See also an excellent article on “Health and Education,” read by Dr. D. N. Kinsman, before this Association, June 29, 1875. Dr. Kinsman states that the minimum floor space for each pupil should be 25 square feet,

of the agents of the Massachusetts Board of Education reports as follows: "The school-houses are, some of them, good, and well-supplied with black-boards, and partially with books of reference, maps, globes, etc. They are large enough, well adapted to their purpose, supplied with stoves for heating, but deficient in ventilation. Others are unworthy a civilized community, and, in their condition and the condition of the buildings about them, tend directly to barbarism. They have been owned and cared for, or rather neglected, by the districts, and it is surprising that parents would allow their children to have any connection with them." A history of the school buildings of the United States and of their condition would read like a burlesque on education itself.

The average school-house of Ohio may be as well lighted and heated, and as comfortable as the average house, but, owing to the increased number of persons in a room, the ventilation can not be so good. At school there will be lessons that will harass and worry; there will be more or less confinement, a lack of that freedom of activity which characterizes childhood; there will be tasks imposed, work to be done, at a period when the child should be developing its physical organism by play and out-door exercise—at a brain-developing period when the senses and intellectual powers are appearing like the petals of a budding rose. It may be thought that the healthfulness of children living on alleys, and in similar undesirable locations, would be improved by school attendance. This may be fairly doubted. Dr. B. W. Richardson, in a lecture on "Learning and Health," delivered at the London Institution, January 14, 1878, in speaking of the children of London, said:

"The children of the poorer people, the children that play in the open streets and round the squares, are constantly found to present the best specimens of health in the whole child community. If those children are well fed at home, and have moderately comfortable beds, and are not put to work for hours too long, they are singularly healthy in many instances, even though they be the denizens of courts, mews, and alleys. It is true that numbers of them inherit sad constitutional diseases; it is true that numbers of them exhibit deformities of skeleton, owing to the circumstance that during infancy they were not properly fed with food that will yield bone-forming structure; still among them are the ruddiest and healthiest of the town communities. They owe their health to the free and out-door life."

He proceeds further to state that the children of the middle trading-classes, whose parents are not able to send them to the parks and suburbs, as their wealthier neighbors are, and who, through fear of the contaminating influences of the street, are kept closely housed at home or at school, and "grow up all but universally unhealthy. These children are they who specially suffer from too close work at books and educational labor generally. They are usually very pale, muscularly feeble, and depressed in mind. They grow up irresolute, and yield a large—by far the largest—number of those who fill up the death roll of that disease of fatal diseases, pulmonary consumption." In view of such evidence, and the sanitary condition of the average school building, the question of introducing children to school attendance and school duties at an earlier age is worthy of the most careful consideration.

Were the question submitted to the teachers, especially the primary teachers, the medical men, or the people of the State, I believe they would emphatically indorse our present law. A change would not, to any considerable extent, benefit the street Arabs or the children of over-indulgent parents. The extreme cases actually needing attention, —and they are not so numerous,—may, perhaps, be as carefully provided for by private benevolence as can be done by the State. The people of this country are not wanting in charitable enterprises. There are noble men and women in all our cities who are giving their time and money to improve the condition of the homeless and unfortunate poor. The Cincinnati Kindergarten Association, a purely charitable institution, organized three years ago, in addition to the work it has done in that city, has, through its graduates, established kindergartens in Dayton, Covington, Hamilton, Greenfield, and Vincennes. In a resume of the work done, it is said: "Our ideal points to a time when, in every district of our city, the free kindergarten will gather into its fold all the children of the poor, who would otherwise grow up under the demoralizing influences which the streets of a large city present to the young." A similar enterprise in Chicago has grown in a short time into nine kindergartens with an average daily attendance of 600 pupils. There are other organizations constantly seeking to relieve the needy. If it be urged that there are children growing up in idleness and vice, it might be replied that it would be so under a modified law, unless it be made compulsory. Can we not trust to the spirit that hastens to alleviate the sufferings of flooded regions, or yellow fever districts, to provide for the needy deserving neighbor? May we not trust to this blessed spirit of philanthropy which makes "the wilderness and the solitary place glad, and the desert blossom as the rose?"

DISCUSSION.

R. W. STEVENSON :—The subject discussed in the excellent paper we have just heard is one in which I have been deeply interested for many years. It has been very little discussed in our educational papers. There is very little literature on the subject. I am sure it is not because it is not a topic of importance, and one that deeply concerns the interests of the people and the welfare of the country, especially those who must have the services of their children as soon as they are able to assist in the support of themselves and the family.

The reasons given in the paper for a change in the law so as to admit children to the public schools at the age of five instead of six are so well put that I must not reiterate them. There are thousands of children in the State between the ages of five and six to whom one year of their lives is lost, and worse than lost, for evil habits are acquired, and the heart is poisoned and corrupted, and the children are rendered unfit to associate with those who come from moral and well regulated families. At best, the school life of the American child is short. The great mass of the children leave school as early as the eleventh or twelfth year to return no more. Five or six years of irregular attendance upon school may be sufficient to acquire the rudiments of an education, but it is not sufficient to form those habits of study, to

acquire those principles of morality which are essential to good citizenship. Character is everything, and for the formation of this the year between five and six is worth two or three further on in the life of a child. It is perhaps true that more knowledge, good or evil, is acquired by an ordinary child between the ages of four and six years than any other two years of its life. Now the question for serious consideration is, would it not be to the interest of the State to provide for the training of her children between the ages of five and six years? Would not the training of these children in the schools of the State be of more value than all it would cost? It would not be an experiment. Twenty-six States and Territories now assert by their school enactments that it is worth the cost. Some of these States are the oldest, and the fact that no change has been asked for is evidence that they are satisfactory. The writer of the paper says that it is to the interest of the State to take children at five; why not at four, or at three? The argument, he thinks, proves too much. Why? The efforts which parents make to put their children to school before they are six proves that it is a popular measure. The large percentage of the attendance of those between five and six in cities and towns where the legal age is four or five is to my mind a strong argument in favor of making the minimum four or five instead of six. It is perhaps true that fully one-third of the children in the schools of Ohio enrolled as six are less than six. Of course no parent would say his child is six when he is five, but somehow, I have known teachers to question seriously the parent's statement.

The writer of the paper presents two lines of argument to show why it would not be wise to make any change in the present law affecting the time of admission of children to the public schools.

First, he argues from the standpoint of the principles of hygiene, and, second, from an economic point of view. Let us look at these two points. The one based on hygienic principles is old and threadbare. It is beautiful in theory, but the facts are all against it. The time fixed by law is merely arbitrary. It does not determine the fitness of the child for admission. Many children at five are better qualified as to strength and maturity than others at seven. The parents and the family physician should determine the fitness of the child to enter, and the law should fix the time early enough to take in all children who would be benefitted by being in school rather than on the street. There are many children who should not be allowed to enter school at six, and many who do not enter. Here the judgment of the parent is exercised, and why not leave the parent to exercise the same judgment in regard to the five-year-old child. No parent is knowingly going to do his offspring an injury. If the minimum age were fixed at five, it would give the parent greater discretion in the exercise of his judgment.

The opinions in regard to the injury inflicted upon children by early admission to school are so conflicting as to be scarcely worthy of any consideration. The facts are that no perceptible injury to health and growth, physical and mental, is done.

The first part of the argument is based upon the assumption that the school-room is an unhealthy place for children of tender years, and

for this reason should be shunned. If this is so, if the school-room is a breeder of disease, and increases the mortality of children of tender years, then it will have the same effect upon children of greater age. This is like my friend's argument, that five is better than six, four is better than five, three is better than four, etc. It proves too much. The writer says that the mortality of children is greater at five than at six. Those who are six are in school, hence we may infer that attending school is a protection, and the attendance of the five-year-olds would diminish the mortality list.

The primary object of the kindergarten is to make children happy and healthy, and to direct the plays and amusements of the children in such a manner as to train to good habits of living, to teach the children how to observe, to give exercise to the faculty of speech and memory, and to use the hand and all the senses skillfully and profitably. The exercises for schools of this grade can be arranged so as to be beneficial to the health and physical and mental growth of the children. No thoughtful person, in view of the facts, will undertake to say that the judicious employment of the minds of children will not be health-giving. If the sense of this audience of teachers were taken, I believe it would be found that at least one-half could read, and perhaps write, when six years old, and yet they are a tolerably healthy class of people.

For ill-ventilated, badly-lighted, and poorly-furnished school-rooms there is no excuse. I believe, and I have reached my conclusions from observation, that to gather children from the alleys and streets, from homes of filth and wretchedness, into the schools at five instead of at six, would greatly diminish the mortality list. The fact that parents would be compelled to wash and dress their little ones for school, that they might make a decent appearance among their associates, would of itself be a health-giving force. Children from well-to-do and wealthy families are supplied with books, pictures, and toys, from which they derive not only amusement but profit, and receive a preparation for school which the poor cannot have, and can take a stand in advance of them when they meet in the school-room. If the school receives them at five they have a better chance to compete with their superiors in home-training and advantages. The argument for health is in favor of admitting children at five instead of six.

The statement that such a change in the law would work injustice to those in the rural districts is the weakest presented in the paper. Is it not true now that the great majority of children in the rural districts who have reached the age of even four attend school during a part of the school year? The schools generally are so small that they are admitted without question as to age. The teachers are glad to take them to fill up their vacant seats. In the cities and towns the schools are so crowded that the letter of the law has to be enforced. Again, it is said by my worthy friend that the teachers are not qualified to take charge of children of such tender years. If they are not it is high time they should be. No demand has ever been made in the past for teachers which has not been met, and that quickly. The children should spend the first years of their school life with the best teachers that can be obtained—teachers of large hearts, and

level heads, and capable of inspiring the children with a pure love for the good and the beautiful. The child's first teacher is the last to fade from the memory. For one, I am not afraid to risk my reputation as an institute instructor in discussing topics pertaining to primary work and training. The grandest and noblest work of any man or woman is to study how to plant the first seeds in the heart of a child, and how to warm them into a vigorous growth.

The objections to such a change from the standpoint of cost are put strongly and ingeniously. The attempt is made, first, to find the cost per capita for public education in the State; second, to figure up the number of children between the ages of five and six; and, third, to make the expenses as great as possible, by showing that a larger percentage of children would attend school who are between five and six years than that of any other age. This, I believe, is a fair statement of the line of argument. From statistics gleaned from cities and towns in States where children are admitted at four and five, the author of the paper finds that a very large per cent. of the children are in school. This shows how popular the measure is. But what a fearful slaughter of the innocents! What a set of dwarfed men and women these cities and towns must produce if half is true of what is said of the violation of the principles of health! It is estimated that there are in the State 80,000 children to school between the ages of five and six years, and it would cost in round numbers fully \$600,000 annually, exclusive of additional school-buildings for their accommodation. These figures, the writer believes, would so frighten the average legislature as to cause the members, like the swine of old, to run violently down a steep place into the Sciota river and be drowned. The whole school system would be imperiled. Our share in Columbus would be \$5,500, nearly as much as it took to prosecute one criminal in our county, and not convict him either. I believe that my friend has been honest in collecting statistics. But no one knows better than Mr. Sater how unreliable statistics are, and that when figures do lie they tell whoppers. I think he will be willing to come down one-half in his estimate, and then conclude his estimate is one-half too high. Half-time schools, which should be established for this class of children, would reduce this estimate one-half. But suppose the education of the children between the ages of five and six to cost the full amount of the estimate, the only question after all is, would the expenditure pay to the State a reasonably large dividend? Would the number of criminals and paupers be diminished by increasing the period of the school life of these 80,000 children? Every educator knows that the earlier a child is put under good influences, and is started in the formation of good habits and sound morals, the greater the hope for his reaching the position of a virtuous citizen. Rapid changes are constantly taking place. Our State is growing to be a manufacturing State, and the population is rapidly increasing. The demand for child-labor is daily increasing. The temptations to money-getting are becoming more and more irresistible. The schools therefore must get in their work of educating and training the boys for usefulness and for citizenship as early as possible. At the age of nine, ten, and eleven many must begin to earn their daily bread. But

we have over and over again the old story, so frequently in the mouths of teachers, that children who enter at seven or eight soon overtake those who enter at five or six. This is true sometimes, and it may be frequently true, that so far as progress in reading, writing, and ciphering is concerned, they do overtake them, but that is a small matter. The formation of good habits, the building up of character are the important things, and every teacher knows that to make character, to fix permanently in the heart the principles of honesty, integrity, and virtue, requires time as well as good teaching. The State has assumed the education of her children, and let this begin as early as possible. The earlier thousands of children enter upon their training the better the guarantee for the safety of the State, and the happiness and prosperity of the whole people.

When, in 1873, the legislature changed the minimum age from five to six, a backward step was taken, and many years will be necessary to recover from it.

D. F. DEWOLF:—Observation shows that pupils who enter school at seven read, write and spell at least as well as those who enter earlier. There is training in observation outside of books which may be properly commenced at an earlier age; but if pupils are sent to school solely to use books, they will be as well off at the age of ten, if they do not enter until the age of eight.

B. A. HINSDALE:—The period of entrance to school is not a question of years, but a question of development, physical and intellectual. Some pupils are as ready for school at the age of four as others at seven. Yet there is necessity for a rule, and that rule must be arbitrary. A year-line must be drawn. The training of children may commence at a very early age, but I am not a convert to the new doctrine that the state should take the child from its mother's breast to undertake its education. I am of the opinion that, as things are, the American home is the best place for the American child until about the age at which we now admit to school. Something has been said about the time gained by early admission to school. I think the experience and observation of educators will bear me out in the statement that in the long run nothing is lost, but much gained, by letting boys and girls lay in a good stock of physical and mental power before they enter school. The business of a child's first years is to grow.

JOHN HANCOCK:—It is my impression that Mr. Hinsdale carries the doctrine of the supremacy of the home in education a little too far. The child is not the slave of its father. Many parents are derelict. The poor cannot send their children to school forever. They should begin early.

DR. S. L. JEPSON, Wheeling, W. Va.:—If we were to submit this question to the people there is no doubt as to the decision, and especially if the mothers are allowed to vote. They want their children to enter school early. They want help to take care of the children. But such considerations should not decide the question. The question of school age was at one time submitted to the teachers of Wheeling. Eighty per cent. voted in favor of increasing the school age to seven

years. Unless you can do something better for the children than is now done, they should not enter at an earlier age than they now do. It is my opinion that pupils who enter school at the age of eight will be as far advanced at ten as those who enter at six.

TRAINING SCHOOLS FOR TOWNS AND VILLAGES.

BY THOS. A. POLLOK, MIAMISBURG, O.

It seems so simple a proposition, as to go without arguing, that the thing a man attempts to do, he should learn how to do by some preliminary drill. If one is going to row in a boat race, he practices for weeks to bring every muscle to its best condition, and to bring mind and body in such relation that every motion may be reflex. The same is true of the base-ball player and the prize-fighter. Gamblers are wise in their selection of favorites. They will not choose a man out of training on whom to stake their money. The man seeking professional aid, will always rather select him who has had training in his chosen vocation. The lawyer, the preacher, the doctor, must each learn his art before he is entrusted with the special work he solicits. Everybody, it seems, must learn to do what he aspires to do except the teacher. The popular idea is that anybody can teach school. No one knows the fallacy of this better than he who has had experience in teaching, and has come up through all the blunders of inexperience. How many of us made special preparation to do the work we chose? Did we not rather do as nearly all do now—choose our work by the accident of circumstances, and profit at the expense of the children? It is mortifying to recall our own early blunders. It may be that some developed into good teachers so steadily and so gradually that they cannot remember the steps of progress.

It is not difficult, after observation and experience, to admit the need of some preliminary training for teachers. What are the facilities in Ohio to-day for this training? A few normal schools, public and private; a few private summer institutes that continue six or eight weeks; the monthly associations that are held through the winter; this association, and the county institutes.

The public normal schools are three; one in Cincinnati, another in Cleveland, and the third in Dayton. The course of study in these schools is given in the Commissioner's Report for 1881, pages 86 to 89. The private normal schools are at Millersburg, Lebanon, Ada, Fayette, Milan and Canfield. There are other cities in which some training is given, but they have no organized normal schools. Of the value of the work done in these schools, both public and private, there is a variety of opinions. Of course there is but one opinion regarding any one school, among its patrons and managers. There is one thing that can safely be said of nearly all graduates of normal schools; that is, that they are unsufferably conceited, and intolerant of any views not held by themselves; though all the conceited and bigoted teachers are

not normal graduates. On this account, many superintendents prefer taking bright graduates of their own or other high schools (most generally their own), and training them in the actual work of the school-room. One thing is certain; these superintendents will have teachers who will do the work about as *they* want it done, and who will become about as intolerant, and give as much trouble to a new man as any class of teachers living.

I suppose the need of the country schools was in the mind of the committee, when they chose this subject for discussion, and these are not benefitted by the city normal schools, for your city normal graduate would rather beg, marry, or die, than teach in the country. The students from the private normal schools go into the country schools, and help them by the zeal and enthusiasm that they carry with them. We may not approve of all their methods, but we must admire their energy. They are doing good, but the students from these schools cannot supply to any great extent the country schools of Ohio. I mean the well-trained, worthy, well-qualified, and properly vouched-for students. The short-term students would fill all the schools in Ohio in about two years, but they generally have only one essential qualification of a teacher, and that is assurance.

The private summer institutes, now springing up in many counties in the State, and continuing six or eight weeks, are an open recognition of the need of more facilities for training. I fear the good these institutes might do will be curtailed on account of the special training it will be considered necessary to give in order to meet the county examiner successfully. This kind of training will be absolutely essential for the popularity of these institutes. They might be, and sometimes are, honestly advertised as training schools to prepare applicants to pass the county examination, with training to do proper school work as a possible incidental.

What the teachers' associations do as a means of training would be hard for any fellow to find out. They do good, by keeping up a pride in the work, and facilitating an exchange of ideas. They are, too, a kind of mutual admiration society. They are good places to air pet ideas regarding the needs of schools, and the benefit of some special knowledge. This does no harm, and not often much good. They are good places to go, and every teacher ought to attend his county meetings occasionally, and the State meeting too, so long as the committee keeps it inside of the national boundary. That is where I have drawn the line.

"And, as the shell upon the mountain height
Sings of the sea,
So do I ever, leagues and leagues away—
So do I ever, wandering where I may—
Sing, O, my home, sing, O, my home, of thee."

The county institute is the chief recognized means for the training of the country teacher. Here he gets about all he ever does get in the way of so-called theory. For a gigantic fraud, so far as any genuine drill in the way of training teachers is concerned, allow me to commend these institutes. The majority of them are held for one

week, a few for two, fewer for three or four. A week of this kind of thing is about as much as the average man or woman can endure. The first half, or more, of Monday is used in organizing; after which begins the work proper. There is always one foreign instructor, frequently two. If only one, he is relieved by "home talent." The qualifications of institute instructors are as varied as anything in nature, especially the "home talent." (That's what I've been.)

The work consists in reciting (lecturing the instructors call it) in periods of about 45 minutes, alternating with each other, certain portions of elementary grammar, arithmetic, descriptive, physical, political and mathematical geography, some gems of literature, and some elocutionary shows as an illustration of how reading should be taught. One period is taken, some time in the week, by each instructor for his master effort. This effort is the one by which he stands or falls. What is done in all this to help the young teacher, going into his school for the first time, to take hold intelligently, with the least possible loss of time to the pupils, has never yet been discovered that I have heard of. The drill here, as in the private institutes, largely tends to preparation for the ever-feared and never-ending examination. The matter recited could, usually, be as well learned from text books, and probably more accurately learned, as there are few notes taken, and the average memory is treacherous. Who is to blame for this state of the institute? Not the institute instructor solely, for he would do better if he were allowed to. Not the country teacher either, for he has as little to do with it as possible, in the way of controlling matters. It is a combination of causes that gives us this effect. The instructor is human to begin with, and wishes, of course, to satisfy his audience and his employers. The controlling idea of the institute committee is to get a crowd in attendance. This crowd consists of teachers and citizens; sometimes the teachers outnumber, sometimes the citizens. The permanent part of the audience is the teachers who have to be examined at the next examination, after the close of the institute. They are usually regular and attentive, and you can pick them out on account of their industrious use of note books. The irregular part of the audience consists of citizens desiring entertainment, and teachers who can spare a half-day or more from their regular summer employment, in order to get their names on the institute roll. The committee wants the crowd entertained, and speaks approvingly of every effort in this direction. Is it any wonder then that the instructor yields to the demand, when the temptation is so great?

Every county has its local celebrities, who drop in and, of course, must be invited to make "a few remarks" for the encouragement of the teachers. These "few remarks" usually consist of the prosiest and stalest platitudes on education, and are drawn out to an almost interminable length, as if the speaker wanted to exercise the teachers in that noble virtue that they are always advised to cherish—patience. These speeches will kill the liveliest institute as dead as a last year's gourd-vine. No combination of mental chemicals can cause an effervescence in that institute again that day, so these speeches are usually wisely crowded in to the last hours of the afternoon.

Every county also has its "real smart fellow" among its teachers, who makes it his religious duty to attend the institute to see that nothing heterodox in grammatical construction or arithmetical solution goes unchallenged. He is the great objector and wrangler of the county. If there are two or more of him, woe to the peace and usefulness of that institute.

No effort is made to do any real normal work. It could not be done, as it would require an effort on the part of those in attendance, and no one attends an institute to work, except those that are paid for it. But little can be said on school management, as this subject is not interesting to citizens. The only way to do, then, is for the instructor to go through the week making *his* regular recitations, when he is called upon, and his one supreme effort, draw his pay at the last, and slip away on an early train Friday afternoon, as there will be nothing for him to do, because the teachers are electing officers and preparing for a repetition of the farce next year. This election of officers is a curiosity. You will find in every county sets and rings and local interests, all of which must be mollified if strong, or crushed if weak.

This is a mildly drawn picture of the county institute. The difficulty in the way of reform is, that the teacher, who dares rebel against this state of affairs is proclaimed an infidel and deliberately frozen out by the institute committee, some members of which stand near the board of county examiners.

In thus characterizing summer institutes, I do not want to be considered as lacking in reverence for the noble dead who in the past have done so much to inspire the young, or in respect for the worthy living, many of whom are present, and all of whom, living and dead, are entitled to all honor. But the fact remains, that the institute as now conducted by the county committees is a fraud so far as good to the rural teacher is concerned. I repeat that this is not the fault of the instructor. Our county institutes need to be reformed, and not abolished. Let the wise think of this.

The foregoing means and methods are about all we have in Ohio for training teachers. I might have added, that some colleges in the State have normal attachments, but as they never advise their regular students to take the course, and are always inclined to apologize for having such attachments, I suspect that they don't amount to much.

Now, what can we do? The teachers in the State have been laboring for years for what we consider needed legislation. We have wanted normal schools. We have tried for the township system. We have asked for county supervision. We have petitioned and resolved for these singly and collectively in the State and county meetings, many times. What have we accomplished? I shall not say nothing, but the results are not yet visible. The people are not yet ready to join with us in asking for these things. They cannot see that they are needed, and the legislators will be slow to do what is not asked for by the people, rightly considering that the schools belong to the people rather than to the teachers.

In view of the fact that we have been totally powerless to accomplish anything in the way of legislation, does it not look absurd to talk or write about training schools for towns and villages? The land

is full of educational theorists, and the air is filled with theories on education. Many of these theorists are "great in that strange spell, a name," and in no other perceivable or conceivable way. Then to have training schools, we shall have as many devices for schools as there are theorists, and as many methods of training in them as there are theories. Better this, perhaps, than nothing.

It may be honestly asked, what is the need of training, seeing that the teacher's life as a teacher averages less than five years? It must be kept in mind that the schools are for the children, and if the teacher intends to teach no more than three months, this time should be used for the greatest benefit of the children. Under our present way of doing things, there is a sinful waste of time. Besides, there is no training worthy of the name for teachers, that will not make the men and women trained better fit for the duties of citizens, and vastly better fit for their duties as parents. This of itself should justify such training.

That the teacher is born not made, is a good saying, if it is not new or original; but there are not enough of the born kind to supply the schools, and besides, this kind can be improved, and the manufactured teacher must be trained or fail in teaching. Admitting the need of more training facilities, can we have them? I believe that under our present law, training schools are possible and practicable in every town and village now having a graded school with anything like a high-school course. Section forty hundred and twenty of the Ohio school laws makes it the duty of Boards of Education to establish courses of study. Now what is there to hinder putting into the curriculum of every high school in the State a systematic course of reading and lectures on pedagogics? Nearly every town and village school has a superintendent or principal, a portion of whose time is given to supervision. The most of us know that a portion of this time could be more profitably used in such work as I suggest, than in meddling with the work of the teachers. This solves the problem. Let boards of education adopt a course in pedagogics, and let the superintendents and principals over the State carry it out faithfully, as they are fully capable of doing. I know this will have a tendency to destroy the county institute business, and may be objected to on that account, as it will cut off the fifty or more dollars a week vacation perquisites of a good many gentlemen.

The pupils in the high-school department of a village school of eight or more rooms can, in the three or four years of the high-school course, have an excellent preparatory drill in the theory of teaching, and have a good idea of the science of education. In addition to the reading and lectures, they can visit the schools and observe the methods of teaching and governing practiced by the different teachers. They will in this way be fitted to do substitute work, and thus another puzzling problem of our village schools will be solved. I believe under the law as it now is this is entirely feasible. To seek for the establishment of regularly organized normal schools by additional legislation is useless. This mode of training would be as good as the most that is given anywhere. There would be no uniformity in it; there would be no uniformity in a system of regularly organized normal schools.

What would be the result of such a course? Our high school graduates would quit school with a far better idea of the merits, and faults of the schools, than they can possibly have now. In a few years these graduates will be the leaders in public affairs, and we can look for the fruits of intelligence in school matters. The youth attending the country schools who desire to teach will flock to our town schools to have the benefit of this training, and soon every school in the State will be supplied by well-prepared teachers. Our schools have advanced in the past. I do not join in the cry that our schools were better a score of years ago than they are to-day. I know they were not. I was an average teacher then, I know that I have improved in twenty years, and I am only an average teacher to-day. This plan that I propose for supplying all our schools with trained teachers will set our schools forward as no other thing can. What our schools want to-day above everything else is competent, well-prepared teachers. Give them these, and we can dispense with the township system and county superintendency until we can get them.

It will be no argument against this course to say that all high-school pupils do not want to teach. They all want to become intelligent citizens, and there is just as much or more in this course good for discipline or knowledge as there is in much of what is now taught in our high schools.

If I have rightly understood the object of the committee in the assignment of this subject, I have answered the demand by saying enough to start a discussion on the important question of training schools. I could have made my paper a great deal longer and more tiresome, and not have said much more. I have said as well as I could, 1. That we need trained teachers. 2. That we have not adequate facilities in the State for training teachers. 3. I have given some of our methods of training, especially the county institute. 4. That we need not look for any help in this matter from new legislation. 5. That we do not need any new legislation to help us, as the law is sufficient now to authorize boards of education to establish a course in pedagogics in every high school in the State. 6. That the benefit of such training will be felt in the better teaching in all our schools, and in the better management of the schools by the citizens. Having said these things as plainly and as briefly as I could, I leave the subject for your more complete discussion, thanking you for the courtesy of your attention.

DISCUSSION.

L. D. BROWN:—While not in favor of an extension of our public school curriculum, I would be pleased to see trial made of the suggestion in the paper of a course of training in pedagogics in connection with the high school. We might gain something from the English pupil-teacher system. Promising girls are assigned to teach a part of the time while pursuing their own studies. In the city of Hamilton, whose schools I supervise, we have a kind of post-graduate course of reading and study for those who expect to teach. I cannot agree with the paper in its denunciation of the county institutes. Many of them do a good work.

JOHN HANCOCK:—I desire to emphasize what was said by Mr. Brown, in favor of the county institute. I acknowledge my own indebtedness to this source for inspiration and guidance.

REUBEN McMILLEN:—I endorse what Dr. Hancock has said. It is the spirit, the inspiration derived, which gives value to the institute. I still value what I derived from an institute conducted by our esteemed friend, Thos. W. Harvey, in 1847.

JOHN OGDEN:—I believe in the institute. We cannot and must not do without it. An institute held at Mansfield, in 1847, and conducted by M. F. Cowdery and Lorin Andrews, has had great influence on my career as a teacher.

“IS THERE A HIGHER EDUCATION?”

BY W. G. WILLIAMS, DELAWARE, O.

Such is the question which the executive committee has appointed for discussion at this hour.

The question thus unqualified seems to admit of but one answer; and would scarce need argument before any audience, much less before this audience. Men in general, educators most of all, know that from whatsoever stage of culture there is always a possibility of advance. Man can forever learn new facts, have new experiences, acquire new views, go on from strength to strength. The “Struldbrugs,” in Dean Swift’s cynical story, who lived forever, but ceased all progress at the age of eighty, are not rational beings of our kind. When Methuselah died at the age of nine hundred and sixty-nine, he was still learning, and I doubt not that if he had lived out the full thousand years, he would have left his lessons half unlearned.

The question before us, then, is evidently not without implied limitations; and the words of the committee will best fix the limits within which we must restrict the discussion. They say: “A large number, if not a majority, of our teachers seem to think that the high school gives a complete education, beyond which a few adventurous travelers may advance, but the practical, level-headed American must give himself to something more like business. This notion among teachers is really getting to be one of the greatest obstacles to thorough education. Of course, if teachers take this position, the masses will go further, and will say that a boy knows enough when he can write a business letter, and calculate simple interest. The subject thus becomes of more importance than is generally supposed.”

It is greatly to be feared that this notion, on which the committee so justly comments, and which ought not to be found among teachers, is nevertheless very widely spread among the people at large. Even Edward Everett, a scholar, a thinker, a teacher, once the president of a great university, says: “To read the English language well, to write with dispatch a neat legible hand, and be master of the first four rules of arithmetic, so as to dispose of, at once, with accuracy, any

question of figures which comes up in practice—I call this a good education. And if you add the ability to write pure grammatical English, I regard it an excellent education."

The work of education does not belong exclusively to the schools. A child can get *some* education, and sometimes a very fair practical education, without school training. We all know such instances. Such must have been the experience of the first generations of men, and is to-day the experience of all frontier and dispersed populations. Many a man has done faithful and successful life-work for himself and others without a knowledge of the alphabet, or of the rule for simple interest. In this world of human activity, a man cannot remain uneducated. If there be no schools, he will be educated through other agencies. Education is imperceptibly, unconsciously imbibed from the things around one, from the various suggestions of his occupations or amusements, from the things that meet him in his intercourse with others, from the beliefs and habits of the community in which he dwells. But even if he had no fellows of his own kind, the requirements of nature would educate him. The struggle for food and shelter, and safety, would make him observant, and sharp, and quick to act. And this education would be co-extensive with his natural wants, though reaching a very little way towards the development of the higher faculties of his being, the grander possibilities of his life.

There is also an education which men acquire in their professions and occupations, the narrower habits and routine of practical life; and the yet broader humanizing learning that comes from the discursive reading which is so characteristic of our civilization. There is, of course, too, the education which comes from special studies to which some addict themselves, who had no systematic training in these directions in earlier life, or who are pursuing their earlier studies with exhaustive completeness.

But these are not the kinds of education of which we are to speak. It is not the school of nature nor the school of professional and business life, in which we wish our sons and daughters to be educated. We confine this discussion to *academic* education; the education that is sought in the schools; and the question before us amounts substantially to this: Is an academic education higher than that of the ordinary high school *desirable* and *practicable*, and *worth its cost* to those who get it?

The large majority of our youth cannot afford to spend an unnecessary length of time in school. Most of us need, or, with our American precipitancy, *think* we must needs get early at our life work; we cannot loiter in girding up our loins for the coming race. And no one, however much the master of his own time, wants to spend his life, or a great part, in preparation to live.

But what is an *unnecessary* time for getting an education? What is a proper, and not an excessive extension of the work of fitting one's self for the duties of life?

This question opens afresh the thousand-times renewed debate, and we may, perhaps, profitably pause to ask again, *What* is education? *Why* should it be sought? *Where* is it best obtained? And, if in the schools, to *what extent* is it desirable?

An old and hackneyed definition of education, built on an erroneous definition of the Latin verb from which we derive the word, teaches that it consists in "drawing out" the mind, or the faculties of the mind, from its inner, or hidden, recesses. Men who so speak, seem to think of the mind as a kind of telescope, whose tubes can be drawn out, one after the other, until we have extended the instrument to full length; after which the process, one would naturally think, must needs end; and so we should have a race of Struldbrugs here, as well as in Gulliver's island of Luggnagg. Even so original a thinker as Julius C. Hare falls into this absurd definition. He says: "The true business of education is to educe, or bring out that which is within, not merely or mainly, to instruct. Education tends to bring out the faculties of the mind, not to pile a mass of information upon them."

But this definition will not hold. The Latin word *educere* does not mean *to draw out*, or *to bring out*, but *to bring up*, to bring up that which is immature to maturity, to nurture the tender bud to full growth, the germ of infant life to perfect adolescence. The classics use the word even of plants and brute animals. Ovid says: "The rich soil educates [nurtures] the vegetables." Met. 15.97; Catullus says: "The solitary vine never educates [matures] the clustering grape." 62.50; Horace says: "This tract educates [produces] more hares than wild boars." Epist. 1.22; and Cicero says: "A common education [training] makes even wild beasts friendly." Orat. Ros. Am. 22. But, of course, the more frequent, if not the more appropriate use of the word, is to describe the *bringing up* and training of *men*. And this sense of *bringing up* is the only one that belongs to the word in the language from which we derive it. When spoken of mankind, it means, not to draw out the mind, but to bring up a child from infancy to complete manhood. It is used primarily of the *body*, and secondarily, and only metaphorically, of the *mind and soul*. This then gives us our definition of Education, as it is used in the English language, with regard to our academic work; education is the process by which a child is brought up to man's estate, by which his natural faculties are informed and disciplined, by which his sensitive and moral nature is directed and cultured.

Now, this work, especially in its earlier forms, is not accomplished from within, but from without; it is not subjective, but objective; in this the child cannot minister to himself, but must be ministered to. The yet unquickened mind needs the contact and impulse of some other mind, to show its capacity for development; the touch of some Ithuriel spear to make it spring up and disclose its real nature. And so obvious is this fact, so universally conceded, that Hare, with singular, but inevitable inconsistency, adds this remark: "Yet, as we are not framed to be self-sufficient, but to derive our nourishment, intellectual and spiritual, as well as bodily, from without, *instruction* must ever be a chief element of education."

That education is, or, at least, begins, from without is attested by all the words used to describe the process. Such words as teach, instruct, inform, inculcate, implant, etc., which describe the imparting of knowledge; and such words as learn, acquire, apprehend, imbibe, take in, etc., which describe the getting of knowledge, all declare by

their radical significance, the popular conception of this work. It is **true** that we also use such words as open, unfold, expand, develop, to **express** the action of the mind from within, but these words describe **a** later, a secondary action, responsive to the primary impulse which **reaches** and rouses the mind from without. A child "cabined, cribbed, confined," like Caspar Hauser, might grow up to physical maturity, yet remain with his mental faculties wholly undeveloped.

The education of a child till it shall have the perfect exercise of its faculties, a complete mastery of its own powers, is a process critical, laborious, protracted, and expensive.

Education has a four-fold bearing. It nurtures the body, it informs the understanding, it disciplines the reason, it cultivates the moral nature. These several steps are so related, that each implies the others, and thus they are, practically, to a certain extent simultaneous; yet they may be conceived of and discussed as distinct and consecutive. The lowest form of the process is that of bringing up the helpless infant to adult age. The preservation of the child's animal life, the development of the mere physical being, while it lies at the basis of all subsequent and higher culture, is rudimentary only, and scarcely, of itself, rises beyond the provision for his animal nutriment and comfort. So far forth, the life of a human being is like the life of any other animal, unsympathetic and selfish, confined to narrow bounds, *here*, and *now*. Yet the work, gross and material as it is, is one of long waiting and large expense. To raise a horse takes three years of time, and costs a hundred dollars. To break him and train him demands a good deal of patience, and involves some danger; and when you have done all, you have only a horse, strong it may be, and graceful, and swift, but at the best merely a brute, that can do your work only when held in by bit and bridle, and constantly controlled by your intelligence and will. But to bring up a child requires twenty-one years of time, and costs, at the lowest estimate, a thousand dollars, and more likely five, and an infinity of pains and patience, and thought, and heartache. But when you have attained this end you have a *man*, with a conscious soul, a mind, a will, that, however little cultivated in the schools, make him a self-controlling agent, and worth, as the meanest drudge, all that it cost to produce him. In the good old slavery times, the commonest human chattel you could buy in the market would have cost you a thousand dollars; and if your purchase possessed a rough trade and a little religion besides, he might have been worth a hundred per cent. more. After the same way of estimating, the most empty-handed, the most ignorant immigrant that lands on our shores, with his strong muscles and capacity to work, adds a thousand dollars to the aggregate wealth of the country.

And yet this, considered alone, is not much. The world wants more than muscle, more than stalwart hewers of wood and drawers of water. All this is well enough as a starting point; but there is danger to the body politic, if we go no further. And there is a possibility that even in a civilized people, large classes may go no further. Macaulay, describing the No-popery riots of London in 1780, says: "At the summons of a madman, a hundred thousand people rose in insurrection. During a whole week there was anarchy in the greatest and wealthiest of Eu-

ropean cities. The cause was the ignorance of a population which, in the neighborhood of palaces, theaters, temples, had grown up as rude and stupid as any tribe of tattooed cannibals in New Zealand, I might say as any drove of beasts in Smithfield." It is only when a man has attained the full outcome of all his powers, mental and moral, as well as bodily, that he has attained his highest value to the community, even in the eyes of the political economist. Bodily growth and vigor are good; but there is something more profitable, more honorable, more enduring. Men of the prize-ring, and base-ball clubs, and rowing and rifle "teams"—which is a word that too strongly reminds one of *horses*—do not stand on the loftiest plane of humanity. Those on this loftiest plane are there, not by reason of their strength of body, but of their larger culture of soul; and this larger culture has its roots in their *school* training.

I say *school* training. It is true, as some one has said, that to accomplish the impossible, a man needs but to know the alphabet. With this he can make what he will out of himself. The whole range of the knowable lies before him, if he will but traverse it. Possibly a few choice spirits, under the stress of adverse circumstances, may have thus educated themselves; but so few that the instances may be safely discounted. Their example is too costly to be followed. We may safely assume, that, in these days of cheap and popular education, every man who would have his children to excel in life, will have them first enter the school-room. If left to themselves, to their own efforts at self-development, unschooled and ignorant, we may confidently expect them to remain ignorant—on the lowest plane of ignorance, in the lowest stratum of social life. And should this become the rule, and not the exception, in our country, where our larger freedom can so easily degenerate into license, the nominal result will be worse than the excesses of the mob described by Macaulay; it will be worse than the furies of the French reign of terror; worse than the horrors of the last days of the Roman Empire.

This brings me to speak of the second stage in the conceptual order of human development; when the child passes from the merely animal life into the life of self-consciousness; when he comes to the unfolding of the understanding, the acquisition of knowledge, the discipline of the will. This is the formative period of mind and of character, the period of earliest and most enduring impressions on mind and heart. This is the age and the stage when education in the school should begin. The child's understanding is to be informed and trained. He is to be inducted into the elements of knowledge, those simpler studies that the wise experience of ages has shown to be best adapted to interest, and instruct and discipline. Of course, for years, the teacher's chief task is to communicate knowledge. And this task is, to a large extent, the only one which the majority of *common* school teachers, the teachers in the primary and grammar grades, recognize as devolving on them. It is, further, the only one which even some high-school teachers can conceive of; it is the only one within the aim of some college hacks. Trained themselves on a defective system, not broad enough to recognize and imitate what others are doing, not accustomed to go beneath processes to the underlying principle, they follow the

stereotyped routine of the fathers, and teach the *books* as they themselves studied them in school, and think this to be the sum, the *summum bonum*, of education. Unfortunately for their pupils, this, while an indispensable part, is the *smallest* part, of education. Discipline, character-building, search for principles instead of facts, generalization instead of the accumulation of particulars—all things of more moment than knowledge, are quietly ignored, or relegated to the pupil's own good sense, or good luck.

But at the best, the work of the lower schools cannot be carried very far; the primary school can accomplish but little, the high school cannot accomplish much. The study of books, the learning of facts, the mastering of methods must, at a certain point, cease to be profitable if they be not transmuted into something different in kind, as well as in the quality of the work done. And that point is the transition point from the work of the high school to the *superior* education.

I have thus far spoken of text-book instruction only. But books are perhaps not the most important instrument of education, even at this stage of the work. At this formative period, the child comes to realize that he no longer lives to himself only; he realizes that man was not made to be alone, that he is designed as a member of society and a citizen of the state. Now the development of the social and sympathetic element in his nature, which one gets in a public school, the adaptation to mingle with one's fellows, and to hold his own in the bustle and jostle of life, without at the same time selfishly expecting or exacting too much from others, or abjectly yielding too much to them, this equal giving and taking which is the highest social justice and the highest social virtue, is perhaps as valuable a lesson as any that can be learned from books. Aristippus was asked what lesson he had derived from philosophy, and answered, "To be able to associate with others." It was a right good answer, but it was not the best, the ideally best, that could be made. There is yet a higher culture than the knowledge of reading, writing, and ciphering, a larger ability than that of generous association with others. We must not forget that all these things, that education and its appliances, books, teachers, associates, are instrumental only to the rounding out of character, to the perfecting of manhood in the child. All correct education proceeds upon the postulate that boys and girls are to become men and women, not mere parts of a great civic machine, not mere pawns, nor even knights, nor yet kings and queens, on the chess-board of the world, shifting makeweights in the movements of society; but each one as if he were the sole one in the world, symmetrical, columnar, strong, sufficient to himself.

And this thought brings us to the third stage of human development, the stage not of the understanding alone, but of the pure reason. It is this which is the proper characteristic of man, the one note which contra-distinguishes him from other animals. According to the Kantian philosophy, brutes have something of understanding, but nothing at all of reason. They can judge according to sense, can comprehend single facts, but cannot reflect, or generalize, or deduce a principle from antecedent observations. This is the stage of universal principles, of abstract truths; the stage where the reasoning, or speculative

faculty of the human mind is brought to reflect on its own thoughts, and its necessary forms of thinking. One who has reached this development has attained a knowledge of the noblest of all sciences, which the Delphic God commended to his worshippers, "Know thyself." This is a stage of progress, which few completely reach, but which might be approximated by manifold more persons than now even attempt it. Unfortunately most men are satisfied, for themselves and their children, with only the lower stage of education, and with only so much of that as will fit them for "business," which is only another term for money-making, and for the pleasant yet trivial pursuits of social life. What their fathers did, they will do, and will have their children do after them. They have learned to be content with these things. When unoccupied with business or pleasure, they are restless and uneasy; and what is worse, when left alone with themselves they are unhappy. Having no resources within themselves, they shun nothing so much as solitude; they hasten to escape themselves, the soundless, shoreless, vacuity of their own thoughts. Was it not Emerson who said: "There is nothing in this world to be dreaded so much as a thinker?" But Emerson is mistaken. We may perhaps concede that the thinker cannot let things continue in one stay; but must be forever disturbing our rest when we want to fold our hands and have a little more sleep. But that is not the worst thing imaginable; there is one thing more dreadful than the thinker. It is the drudgery of thinking. This is the thing that turns the world topsy-turvy. And yet for one who has mastered the painful task, who has suffered the birth throes of such maternity, no joys of physical life, or of social life, can compare with the joys that come with this new, solitary, intellectual life. Said Antisthenes, when asked what benefit he had derived from philosophy: "I have learned to be companion to myself." And Cicero said: "I am never less alone than when I am alone."

Such intellectual sovereignty over things and over one's self is a glorious achievement. But even this is not the highest attainment, nor does it bring the truest happiness. There is a fourth step in the development of perfect manhood. It is the development and discipline of the spiritual nature. Fortunately it is one to which we can attain without the previous culture of the schools. And yet, though independent of the schools, there is a genuine culture of mind, as well as of heart, in the search for this unworldly love. "Prayer," said Coleridge, the most massive intellect of modern England, "prayer is the loftiest as well as the noblest exercise of the human reason." Nothing so clarifies and calms, and lifts the mind of man as to put it into negotiation with the Infinite mind. Xenophon says it was an education to know Socrates. It is an education superior to that of Socrates, or of the academy, or of the lyceum, to know God, and the great Teacher whom He has sent. Faith is, even for practical life, the best education. A religious man, however destitute of other learning, has learned the highest and best lesson, and is wisely intelligent and masterful for the great ends of living. Said Victor Hugo, who abhors all forms of force, and recognizes only the right of intellect and morals, in the world: "We bow to the man who kneels;" for here we see a

power which subdues the world. It is humanity at the highest watermark.

Now, of these four stages in the education of a human being, the *first*, the preservation and nurture of the child's life, is usually remitted to the care of the parents and family. These, if any, may be trusted to bring up, and feed, and clothe their children as comfortably as they are able. And the *fourth* stage of this work, the culture of the religious susceptibilities, is usually left to the conscience and felt wants of the person most interested. Each man must maintain his spiritual life by his efforts, or with such spiritual helpers as he may personally prefer.

It is, then, only the *second* stage of the educational work, the development of the understanding, and the *third* stage, the discipline of the reason, that can properly be said to belong to the school life. Of these one may be said substantially to be the aim of the primary, intermediate, and high-school courses; the other, of the higher education as found in the college and professional courses.

Now most of our population live in the rural districts; and the larger part of the youth, having access to none but primary schools, can get but the meagerest outlines of book education, the merest elements of reading, writing, arithmetic, and an inconsiderable smattering of geography and grammar. This is a misfortune which local circumstances or straightened means impose, and will long continue to impose upon the majority of our people. I say *misfortune*. I have no sympathy with the aristocratic doctrine that the "masses," whose lot in life is to labor and live sparingly, ought therefore to remain uneducated, or only sparingly educated. Ignorance is not the mother of contentment, as it is not the mother of religion. Could we lift all the people to higher planes, could we give every child of the poor and lowly as good an education as is now enjoyed by the rich and aspiring, we should still not have done away with the present relative inequalities and distinctions among men. Classes, (observe I do not say *castes*), are inevitable, permanent conditions of human society. The poor ye have always with you. The majority of men must still be a working, frugal class. The separating line between capital and labor, employer and employed, ease and toil, the gentler occupations and the hard drudgery of industrial and agricultural life, will always exist. But if enlightened and enlivened by education, how much lighter and sweeter would be the toil of the busy hand and weary frame. Knowledge, thought, intellectual converse, would solace the hours of labor, and rescue the hours of leisure from low and degrading associations. The man who finds his pleasure in books, or in the society of the intelligent, does not need the unwholesome stimulations of the beer-garden, or the excitement of the Varieties theater.

It remains, however, a sad fact, that the lot of a large proportion of our people is, to have but a partial education, such as is got in the primary schools of the country and the city. There are, besides, in the cities, an intermediate and a high school, whose course of instruction lasts for four to six years longer, and may be completed by pupils of an average age of sixteen or eighteen years. In those schools,

those of our youth more favorably situated in place or circumstances, have, at least the opportunity of a good secondary education. In the best organized and equipped of these schools, a systematic course is begun, and an excellent foundation laid for a thorough education in the superior schools. But this is all. It is, at the best, only preliminary, only a preparation for the ideal higher education that should follow. Yet this is the highest average school education that a large part of our business men ever get; and it is made to serve in many instances, as the academic basis for even a professional career. Yet, even then, the number enrolled in the high schools is alarmingly small. In 1881, of the entire body of youth in the State between the ages of 16 and 21, amounting to over a quarter of a million, only 28,000, barely eleven per cent., were enrolled in the high schools; and of these considerably more than half were girls. It follows that nearly nine-tenths of our young people, and especially of our boys, do not get an education equal to that of the high school.

Far be it from me to depreciate the work done in any of these schools, the faithful labor of the teachers, or the substantial acquisitions of the pupils who complete the course. But it is not a course with which intelligent teachers, or ambitious pupils should be satisfied. Some of us, whose work has been to take pupils from the high schools and academies, and carry them onward through a higher education, know with what deficiencies they come even to Freshman standing in college. We know that many of them are yet but babes who have to be fed with milk and not with strong meat; who yet need the elemental *drill* of the school-room, rather than the advanced tuition of the college lecture-room. They stand yet on the lower plane of the understanding, not on the higher one of the reason. They have a great deal of information, and considerable skill in using it; but they have as yet but little discipline. They have learned to study, and to acquire; but their processes are memoriter, and they have not learned to think, to compare, to generalize, to infer. They have tasted the sweet of learning; but they are not in love with the best literature, or able to judge what is the best literature. They know many things partly, but they are not sure of their knowledge in any; or if sure, are almost infallibly wrong. Now this is not an over-drawn or over-colored description of an average class entering Freshman in college, the members of which have come from high schools, or with an equivalent education obtained elsewhere. The current feeling on this point among educators is indicated by the name commonly given to the college classes, a year later, *Sophomores*, "wise fools," novices, who, like the blind man in the Scripture, have their eyes so far opened as to see men as trees, walking; and think that is sight.

And no one is more sensible of the imperfections of the high school education than the intelligent and experienced educators in these schools. It was a committee of just such men, feelingly awake to the subject, who asked me to prepare this paper. I am sure you may call the roll of high school teachers in Ohio; and all the best educated, and therefore the best educators, among them, will vote for a higher education, and vote for it on the express ground of the inadequacy of the education given in the grammar and high school grades. In the

COURSE of now nearly forty years in which I have myself been a teacher, I have met many of the prominent school men and school women of the State, and I recall almost none who held a different view. The few dissentients are persons who have not themselves enjoyed a higher school education and have not by private industry, and love for their calling made up their deficiency, and do not comprehend the bearings of this question, and therefore have not earned the right to an adverse opinion on the subject.

It is a common sneer, by men who decry the higher education, that colleges do not prepare men for the activities of life. But neither do common schools, nor high schools; not even the so-called business colleges. And the proper answer to the sneerer is, that he has mistaken the *end* of academic training, and that any school preparation in the direction of business, is an incident, and not the main purpose of school training. Education in its just intent contemplates the man, and not his trade; the mind, and not money. The latter has its uses, but is not the essential thing. The essential thing is manhood. Character is more than culture, culture is more than knowledge, knowledge is more than dollars. If riches be a man's all, and be lost, nothing is left him. But if knowledge, culture, character, are each greater than riches, the loss of fortune counts in the long run for a very little thing,—except with folks who have nothing but money, or do not know that there is anything else. I do not affirm that our school methods are ideally the best, or that the subjects we teach are the most important. Possibly we could change them both for the better. But I affirm that whatever may be our methods, whatever the subject of instruction, the main purpose of our schools must remain what it is now—culture, character. All this is intrinsic; all this belongs to men as men, and not as the slaves of the market. To prepare themselves for trades or professions, men need at a later day a special training which they cannot get in school, not even, so experience has proved, in manual labor, or commercial schools. This necessity of a business training is laid upon the lettered graduate of the college as well as upon the immature "graduate" from the high school. Each must serve an "entered apprenticeship" in his trade or profession, before he can pass to the higher degree of "fellow-craft," or to the highest, of a "master" in his calling. But not more on the graduate than on the sciolist. It is a strange prejudice that book-learning disqualifies a man for the "practical" affairs of life. It is a prejudice born of the gross ignorance which counts a school a place of idleness, and literary men as lazy. But book-learned men are usually not fools, or blind, or inefficient. They do more than their proportionate share of the work of the world. It is true that many uneducated men succeed in life, but the relative number of such is infinitively smaller than of educated men; and the few instances only exemplify the old saying that "the violent, the men of persistent force of character, take even the kingdom of heaven by force." It is their boldness, not their ignorance, that has won. Determination can accomplish what it will.

In pleading for a higher education, we are not demanding an ideal education for an ideal world. We plead for an education, such as *can* be attained; such as will fit the largest number, in this present

world of ours, for the largest personal happiness, and the largest usefulness. We content ourselves with nothing less. And placing the matter on this lowest "practical" plane, the desirableness of a higher education for as many as can be persuaded to it, is manifest. The whole drift and boom of a man's life, his business and social, and political and personal relations and influences are shaped more by the character of his education than by his inherited estate, or family standing, almost more than by his natural ability. The young man who goes to his life work with defective education, especially if his calling be non-professional, and requires no consecutive, methodical study, will probably remain at about the same intellectual standpoint. He will, of course, acquire some new knowledge, he will develop an aptitude and skill in the details of business, especially in such matters as pertain to his own calling; but lacking the discipline, that comes from protracted and systematic study, he will find, in all the great crises of life that he must remain inferior to the man who has the power that comes from the best culture, whose higher and nobler faculties yield a swift obedience to his will. The men with good education are but a hundredth of the population; but they exert ninety-nine hundredths of the influence. Involve these two factors, and we shall see the relative power of educated mind. A man who has not made the most of himself in the formative years of life, cannot do the best for himself, nor compete with others in the active, executive period of life. How many instances can we recall of men in the professions, in the pulpit, at the bar, in the school; of men in political life, in official trusts, in places of power, who prove utter failures, or hold their positions with no credit to themselves, and by the forbearance of others. But in our country, no boy can foresee his own future possibilities. Circumstances may suddenly call him to the front, and thrust responsibilities upon him, in which only the man already thoroughly furnished to all good works and words, will be able to sustain himself. Alas for him, if in his hour of trial he has his preparations yet to make. Time waits for no man; and when the people call, if he be not instantly ready to respond, "Here am I, send me," the world moves on, and the opportunity of his life is gone. There are many glorious doors to usefulness and influence, and fame; but they open only to the voice of conscious authority. There are many who attain to this excellent culture, this higher education, which first subdues one's self, and then subdues the world; and many more would attain it, if they were stimulated by wise friends and wise teachers to seek the best gifts. The teacher who does not encourage such hopes, who turns back his pupils from the larger preparation and the consequent larger success in life, if not guilty of a premeditated crime, commits what Rochefoucauld calls worse than a crime, a blunder,—a blunder against his own professional reputation, a blunder against the cause in which we are all alike laborers, a blunder against the interests of his pupils, and the community which he should lead to the broadest views, and the most exalted ideals.

DISCUSSION.

W. H. COLLE:—I shall not attempt anything like a discussion of

Dr. Williams's paper, who has so well said the things that needed to be said. I heartily endorse the ideas presented, and sincerely believe in the higher education advocated. We owe it to our profession, we owe it to the young people who come under our instruction, whose best and highest interest we should ever have upon our hearts, to assist them by our advice and encouragement to make for the work of life the fullest and most complete possible preparation. And the teacher can do much by advice and encouragement. I hold it to be a well established principle that all who can should take a collegiate course after graduating from our high schools. But there are many of our graduates who cannot afford the expense of a collegiate course. What can be done for these in the direction of higher education? It is this question I desire more particularly to discuss.

The first two years after our pupils leave the high school are, in many respects, the most important of their lives. If after leaving school they continue their literary habits by reading good books in the leisure hours which almost any business or occupation affords, the process of education goes on, and it is impossible to measure the heights and the lengths such higher education may reach. On the contrary, should our graduates, after leaving us, drop their literary habits and find their pleasures in those things that degrade, how far short they may come of getting out of life all that it holds for them!

For this important formative period in the lives of the young people of the State, what can be done by our public schools? This question I would have every member of this Association ask himself, and had I the power I would so rivet it upon the conscience of every member that we would find no rest from its consideration until we had so wrought out its solution that we might have the consciousness of having made to the advanced educational thought of the age a valuable contribution.

Permit me here to make one or two suggestions. Let our boards of education add to our courses of study a post-graduate course in literature, say for two years, to be pursued by the graduates after they leave our schools, under the direction of the teachers, with such instruction as might be thought best to be given, and monthly, quarterly, semi-annual, or annual examinations, and on the completion of the course let a diploma or certificate of the fact be awarded by the board.

Another important aid in working out this post-graduate course might be found in our alumni organizations. In all our towns and cities where high schools have been organized, there are graduates from these schools who are already, or who might easily be, organized into alumni associations, and these associations might profitably be employed in promoting this important work. Following the regular commencement exercises of the high school a post-graduate commencement might be held and the diplomas or certificates be awarded, thus recognizing the alumni and securing their interest in, and sympathy for the schools, which would have a most excellent influence upon the high school and the grades below.

Another suggestion. As a rule those persons read who have a taste for reading, and this taste is the result of cultivation. It cannot be

formed in a day, nor is it the result of a few spasmodic or occasional efforts. We hail with pleasure the growing custom of celebrating in our public schools the anniversaries known as "Authors' Days ;" and the popular approval of these as expressed by the public press and otherwise is the best evidence we could ask that they are a movement in the right direction. But any thoughtful man must admit that the study of a great author for a few days prior to such celebration, must of necessity be very imperfectly done ; nor is the study of English literature, as usually taught in our high schools, in connection with a text-book, sufficient. The time is too short to fix, to crystalize, to form a habit.

Instead, let the study of literature begin in the third year of the school course. Let the third be the Whittier year ; the fourth, Longfellow ; the fifth, Irving and Bryant ; the sixth, Tennyson and Dickens ; the seventh, historical, with careful divisions and judicious selections ; the eighth, patriotic ; while in the high school, the earlier English writers with Milton and Shakspeare. I name these authors and map out this course, not because it is the best, but by way of illustrating my idea. Let this course in literature be pursued under a syllabus prepared by the superintendent and the board, and examinations as regularly given as in any other branch of study.

If it be objected that there is not time for this, I reply, if this is vital to the best interest of the pupil, make time for it—if this would seem to be in the direction of the better understanding and use of language let some of the time now given to the study of technical grammar be given to this work—let the living, vital language, as seen in action and use, be studied rather than the skeleton. When the seed of this literary taste is planted thus early in the course of the education of the child, and when carefully cultivated in the succeeding years until it has gained strength, and the pupil comes to the time for leaving the schools, with a two-years supplemental course of literature under the direction and inspiration of a wise management, then we may hope for better results, for a better and wiser use of books, and a better culture in the citizens of the state.

ALSTON ELLIS:—There is a higher education and the public schools are *one* of many agencies by which it is nurtured. The *best* education is that which looks to the harmonious development of the physical, intellectual, and moral powers. Bodily strength is promotive of intellectual vigor. Great moral truths are recognized more fully, and more cheerfully made the rule of life, by one whose physical and mental powers have been best preserved and cultivated.

However important the work of the public school, as viewed by those who prosecute it, it cannot be made responsible for all the shortcomings observable in the social or political life of our people. Schlegel, the German philosopher, regarded the public school as but one of the seven forces concerned in upbuilding society and in giving stability to good government.

We, as teachers, are disposed to magnify our office. Whenever great questions in the life of our people come up for discussion and action, we seem unable to consider them apart from our special vocation. The school must do parental work, conserve the interests of

labor, give currency to sound principles of political economy, frown down demagogism in politics and maladministration in the public service, further temperance reforms, and, in short, assume immediate responsibility in the prosecution of every good work in which society is interested.

I do not desire that any teacher should feel, with less force than he now does, the responsibility resting upon him by reason of the calling he has chosen; but would have him consider that he is a citizen as well as a teacher and that it is his privilege and duty to assist in working out needed reforms in our social and political life in *both* capacities.

Let teachers seek the higher education as a preparation for the work of directing their pupils how to approach it. The stream will not rise above its source, and the interest of pupils in the broader culture, that can come but in mature years, cannot be quickened by the teacher whose mental eyes have never viewed the higher fields of thought. Here is where the need of effort on the part of our teachers is most apparent. They ought to read more and think more than they do. They need judicious help in the selection of matter to be studied. I am glad that this Association has taken well-timed action in this matter by the establishment of a Teachers' Reading Circle and the selection of a preliminary course of reading for its members.

The best instruction can only point the way to the higher education. The pupil of the primary school can be taught its first lessons, can be led to see something more and better in his school-training than a stepping-stone to worldly honors and riches. The bustling, hurrying world outside the school-room is now all too intent in the pursuit of material interests. So all-absorbed are some of our people in the acquisition of riches, that they grudgingly give to their children the time in which to acquire the merest rudiments of an education. The child is hurriedly pushed out into the busy throng of money-seekers, and his after-education is gained in contact with, and in strivings with them. The education that does not yield large and speedy dividends in the form of money sinks low in the estimation of the multitude. We give new strength to the now too-prevalent utilitarian view of education whenever we throw open the doors of our school-houses to toddling infants, or permit any portion of the meager time now given to the studies of the common schools to be frittered away in the so called industrial schools. There are yet some who regard wisdom, in the broad sense in which Solomon used the word, as the principal thing. That one seeks the wisdom of the schools in his youth, is no reason that he should delve in poverty and obscurity in his manhood. The right sort of mind-training and heart-culture is the surest basis of all desirable success in this life, and the only assurance of happiness in the life to come.

Solomon, in his vision, conversed with God on Gibeon. When the Lord gave him permission to ask any good thing for himself he did not request riches, honors, or the destruction of his enemies, but wisely chose an understanding heart that would enable him to judge his people, and distinguish between right and wrong. We are told that his request was pleasing to God, who straightway granted all that he had asked, and added thereto all the riches and honors that the

most worldly-minded could crave. The surest pathway to all success worth the having lies through the realms of high thinking and right acting.

HOW FAR CAN OUR SCHOOL SYSTEM BE CALLED A MACHINE?

BY M. S. CAMPBELL, YOUNGSTOWN, O.

The use of machinery is one of the chief characteristics of American activity. Here thought takes a practical shape. A nation of independent thinkers becomes a nation of practical inventors, and its genius is embodied in ten thousand forms of the application of nature's forces to the accomplishment of man's work. Field and workshop are filled with implements of utility, while the most extravagant speculations of yesterday are to-day realized in man's ascendancy over the physical forces. No agency is too swift, no element too destructive to be manipulated by the skillful hand of American genius, and we have come to believe that all power is given to him who can make the machine that will apply it.

Added to this instinct of invention, there is another striking characteristic of American mind, and that is a disposition to witness immediate results from labor. We organize rapidly, adjust the principles of skill in all that we do so as to utilize the maximum of energy expended, and grow impatient unless all our movements assume the form and regularity of machinery. So strong is the affinity between the elements of our complex civilization that the growth of corporations, the execution of gigantic schemes, the intensity of life and the swiftness of decay, are beyond all precedent. It is thus that our achievements are so incomprehensible to other nations.

For instance, the great Civil War found us without an army and without a navy; yet, in this country, from a population of thirty-two millions of inhabitants, within the brief space of four years, there were educated in army tactics, equipped, put into actual service in the field, and discharged—sent back to the peaceful pursuits of home, nearly four millions of soldiers—a military achievement in comparison with which every European exploit sinks into insignificance. From the necessities of a national revenue there sprang a system of finance which, for its security and efficiency, the world has never excelled. Merrimac and Monitor met upon the sea, and there was born a new era in shipbuilding and naval warfare.

These results were due, not to any actual strength in a divided government, but to the ready skill of the American people to organize. Back of all, and over all, there was the influence of an enlightened public mind, the motive force of trained intellect begotten by the American common school. But while the public school has thus been shaping the destiny of our institutions it has itself received a reflex influence. The recognition of this fact is necessary in order to understand our school system. The mental characteristics of a people and

the peculiar features of its educational system always have a reciprocal influence upon each other; and we might therefore take it as granted that our school system is marked by all the thrift and energy so common to American thought. It employs organized agencies too, or it would not be in harmony with our other institutions. We stand to-day upon ground made sacred by a great organized effort to spread science and literature as well as Bible truth throughout the land.

If the appellation machine is given to our schools on account of the uniformity and swiftness of their results, we accept the title as applicable, for you have seen, as I have, the children of the lowest classes of immigrants from the shores of Europe come into our public schools and in a few years be so transformed in language and manner, and personal appearance, as to be scarcely distinguishable from the children of American parentage. It takes less than a generation in this country to obliterate all traces of European caste, where the public school is well organized and well attended, and we very naturally turn to it as the great conservative force which shall make into one nation all the various races that mingle on our shores.

In view of the wonderful transforming power of the public school, is it any wonder that a few men sitting astride their own political hobbies, cry out "machine!" as the great train of universal education sweeps past them, bearing its millions on to a common heritage of equality and citizenship?

If complete system makes our schools a machine, let us have the machine. Completeness of organization is yet our greatest need. In this country public sentiment is always in advance of legal enactment. It must be so in a government by the people. In school matters our condition furnishes no exception. In a governmental sense we have, as yet, no national system of education. What the general government has done by way of grants to the different States has been done merely to encourage them to form and support their own school systems. Before the war, in the North, and since in the South, State school systems were established with greater or less legal formality; but in no State is there anything like completeness of system or machinery, in the management of its schools by State authority. In our own State, with a School Commissioner at its head, with State, county, and city examiners, and more than forty thousand other school officials, the whole school system, considered from the standpoint of legislation, is so loose-jointed that it scarcely deserves the name of system at all. There has been no school legislation in Ohio of any importance for thirty years; and there is not even so much as a prescribed course of study or uniformity of text-books adopted by the State. Yet there is a rigid school system deriving its strength and vigor from a source other than that of State legislation. The people, recognizing the necessity of combined effort in a work so great as that which proposes to educate the masses, have not waited for State legislation, but have developed in all the towns and cities their graded school systems. These have been assimilated by free discussion in the various teachers' associations, so as to form one State system, more complete and more effective than any that could have been formed by State legislators.

By a like process of assimilation there is forming rapidly in this

country a national system of education which is distinctively **American**, and practical as is the tendency of the age. What we hope for is, that with a few more years of uniform growth, the American public school shall cast her fruit at the door of every home in the land. We have no sympathy with the feeling that one system, extending throughout the whole country, giving the same elements of instruction to **every** child of the nation, would have a tendency to crystalize our institutions, and thus stop our national progress.

In a school system so untried and new as ours, and especially in one so extensive as to include every grade of society, one which proposes to elevate the great masses of the people at the least possible cost, there will, of course, be defects. There are parts of our school system to which the term machine may be applied in its most objectionable sense; and it is perhaps a part of our present duty to notice these.

It is a well-known fact that in promoting the growth of a system of education in this country, the superintendents and teachers of our city schools have been the most active agents. These have generally been men of strong will and great executive ability, possessing love of order and the true American spirit of progress which believes in systematic labor as well as machinery; and it is more than probable that they have sometimes made the mistake of trying to form every child's mind after the same pattern, to force the same quantity of knowledge, against the protests of nature, into the minds of all the children of a given age. In their pride of classification and zeal for perfect system, they have possibly sacrificed the interests of the individual child for what only seemed to be the good of the school. To some of these men nothing was more important than complete system in school work—complete in all the various departments, with regular and special teachers all moving like clock-work to the same program, going through the daily school-room drill with the precision and facility of a vast machine. And all this was done in a manner which defied criticism. With such an opportunity to display their peculiar powers, would it not have been strange if these organizers had not pushed their classification too far? Both instruction and discipline had to be reduced often to mere arbitrary rules, for there was no time to wait for the tardy processes of nature in the development of mind or character. The personal influence of the individual teacher, that which alone is the source of all real power for good in forming sentiment and molding character in the school-room, was lost sight of in the ceaseless round of examinations and promotions. The ambition of parents added to that of superintendent and teachers accelerated the movement until the children were run through the *machine* with too great rapidity.

For this extreme haste in getting the girls and boys through the schools, however, there was another cause, more extensive and no less effective. Superintendents, for want of proper school accommodations, were compelled to adopt such measures of promotion as would place together in the same class pupils of widely varying attainments. Especially was this true in our rapidly growing cities, in some of which the schools, for the sake of economy in teaching force, were constantly crowded, and sometimes even the salaries of the teachers re-

duced to obtain money for the construction of new school buildings. This crowded condition of our schools has been the source of much unkind criticism as well as a real ground of complaint. The slow pupils, not being able to receive proper attention at the right moment, have either been left behind to become discouraged and demoralize the new class, or sent forward to blunder through the exercises of a higher grade. For obvious reasons they have generally been sent forward. In the absence of a greater teaching force, this seemed to be the only peaceable measure; and to increase the number of teachers and schools was not the prerogative of the superintendent.

The teachers also, yielding to the demand for rapid promotion, fell into the habit of "preparing their wares for the market," too ready often to close out their old stock to make room for the new, which they were assured was superior to the old, in quantity, if not in quality. And so it has occurred that our girls and boys have been passing, each year a little younger, through the different grades, impelled by emulation, by the ambition of parents as well as teachers, and pressed forward by the ever-increasing throng behind.

This intense hurry through the mere forms of education while the real substance is lost, is supposed to be the greatest existing evil growing out of our graded system. It comes, however, not from the use of system but from its abuse. It is no essential part of the machinery, and the only true remedy lies in increased school facilities and a greater number of efficient, conscientious teachers, which will come, no doubt, with the greater age of our cities and communities.

The method at the present time is to train pupils in classes. To go back to the old tutorship system which educated the nobility and thus fostered caste, is neither possible nor desirable; and for the old apprenticeship system there is no longer any demand. We can only develop and improve the system which we have. What we need is to hasten a little more slowly. If our speed is too great, let us apply the brakes.

For the loss of individuality which is supposed to come from educating children in classes, and of which there is so much complaint, there is this compensation: in the school-room every child is made to recognize the personal and social rights of his companions, and that, too, while his habits of thought and feeling are forming. This is a capital advantage. The fact that in the public school the principles of morality and social order are not only set forth by the teacher, but are actually enforced—woven into the character of the child by every-day experience, is itself more than a just compensation for all the supposed loss of personal rights and individuality which comes from being trained in classes. Here the idea of citizenship is developed under the care and supervision of the teacher who is himself a citizen, recognizing in the state his own highest representative of practical reason, as well as social, political and religious liberty. This is the highest function of state education.

That a free government should take charge of the education of its future citizens is a prime necessity; that it can not, must not, stop until it has cancelled all selfish factors in the progress of its people is also a necessity. It must rise to a preparation of its children, soon to

become a conscious part of the state itself, for unfettered moral activity. This we conceive to be the spirit of American education as a system. Though it may in some of its work employ a little too much machinery, it is itself not a machine. All its faults are simply defects to be corrected; and this is to be done by using all the machinery of its classification, its superintendents, its boards of education, and its politics, to keep in every school-room a thoroughly competent teacher. Here the work of machinery must end, and here I believe school officials are generally willing to let it end.

I have always found those teachers who complained most of being hampered by a system most willing to ride some peculiar hobby when left to themselves; and I have always found those parents who complained most of the machinery of the school do it because that machinery did not allow them to secure some special privilege for themselves or their children. I believe that a public school teacher of this country to-day, in that system of graded schools, if you please, in which there is the nearest approach to machinery in its management, has the opportunity, if he only has the ability, to realize in his pupils his highest ideal of child culture. With no fear for the future and no reverence for the past, supported by the state without legal restrictions, dealing as he does with the best grade of minds produced by the mingling of the highest races, with studies sufficient in number to touch the child intellect at every point, the American public-school teacher occupies the position to wield an influence second to that of no other person in the community. In answer, therefore, to the question which is our subject, we have to say that in our school system there is no such machinery as is found in the departments of the Government, such as the Post Office or Army; but there is abundant play for the activity of every variety of talent and genius.

DISCUSSION.

JOHN MICKLEBOROUGH:—In the absence of Mr. McBurney, I have agreed to open this discussion, and to this end Mr. Campbell read his paper to me yesterday afternoon; but in the midst of so many Chautauqua attractions I have not been able to make satisfactory preparation. The paper will bear reading and re-reading, and I commend it to your judgment.

Can system, method, well-directed effort properly be denominated a machine? The harsh, unfair criticism is sometimes made: "Oh! the schools are nothing more than mere machines." By this is evidently meant that the schools run with the same efficiency irrespective of the person in charge—a boy, a neophyte, a man or woman of broad culture and ripe experience. Also, that the result will be the same as long as the machine is kept in motion. Let us look at this more closely. Here is a machine before us, with its wheels and pinions, belts, journals, and levers; a boy or a man steps forward, takes hold of the lever, applies the power at a given point, and the machine does its work. In the machine the power is let on or shut off at a given moment. But in the school, the teacher is the energy, the vitalizing power that touches child-nature at every point, and he is also the overseer, who manages and controls powers and forces more subtle and potent

than any in the whole realm of the physical world. Moreover, the influence of your work and mine does not begin at a given moment and stop at four o'clock each day, or at the close of the session; but it continues from age to age, from generation to generation, it passes into the future and even touches the Eternal Throne. It is not like a pebble dropped into a pond of water, the force of which produces ever-widening circles which at last die away on the distant shore. The force of the teacher's influence never perishes, it belongs to the eternities. What an influence for good might be exerted by that vast army of three hundred thousand teachers in this country if we all were true to ourselves, true to humanity, true to God,—teaching by the example of a pure life as well as by precept! How many of our boys and girls could we save from drifting out on that storm-swept sea of infidelity,—that bleak, barren, shoreless ocean, that ends in darkness and gloomy night! How many could we point to the "Beacon" whose beams direct to a peaceful haven and blissful shores! Here no comparison with a machine can be made. All perishable things of earth sink into insignificance in the comparison. Even granite shall crumble away, gold tarnish, and diamonds turn to dust, while the teacher's influence endures.

I was pleased with the thought expressed in the paper of the reflex influence of the school. This illustration came to my mind: As the rain descends upon the thirsty earth and forms the rill, rivulet, and river, and flows away freighted with the merchandise of nations to the broad ocean, and yet again rises as vapor and cloud to fall in refreshing showers, giving everywhere a beautiful, fresh, vigorous growth, so from the school there flows that which again returns in blissful benefactions, renewing and invigorating to newer and more healthful development.

Let us look for a moment at the product of this so-called machine. I wish I had the language to express the thought which rises in my mind of the power to adapt, to comprehend, to overcome by the young men and women who obtain the culture and discipline of our primary, grammar, and high schools. At the beginning of each session I examine for admission to the Cincinnati Normal School, graduates of many high schools, seminaries, and academies,—public and private, denominational and unsectarian; and also many persons who have not finished any regular course. My experience, if fully comprehended, would make the heart of every high school principal rejoice, and if trustees and those in power could only comprehend one-half of it, I believe the number of high schools in Ohio would be doubled in number in the near future.

Ariosto presented his son Aristocles, at the age of *twenty*, to the philosopher Socrates to *form* his mind. The youth had broad shoulders, and was well developed physically, but when his mind began to broaden and to form, his name was changed to Plato. Mr. President, we shall not gather up many Platos in Ohio whose minds are formed, whose education is complete, before the age of twenty. If this is true our influence should be in favor of the higher education which was so admirably presented in the paper of Prof. Williams. The great product of our school work is strength, physical, intellectual, moral. To

the physical more attention should be given in the future than has been done in the past. Of the intellectual, time forbids me to speak. Of the moral element I may be understood best by an illustration. During one of his battles the Duke of Wellington sent a captain with a small band of men to hold a certain post. The enemy approached in overwhelming numbers; the captain dispatched to the Commander-in-chief a messenger asking for re-inforcements. Word was returned, "Hold your ground." The battle waged fiercely, the captain saw his comrades fall at his side, and again sent the messenger imploringly requesting re-inforcements. Word was again returned, "Hold your ground." Almost surrounded by the enemy, with death as the inevitable, the captain sent as a last word: "When the battle is over you will find us here."

Fellow teachers, heroism, patriotism, truth, integrity, the whole train of moral virtues cannot be memorized from text-books; they are woven into human nature and formed into manhood and womanhood on a different principle from mere intellectual effort. Are we all truly exerting an influence to accomplish the higher results? Then God bless such machines as the common schools of the State of Ohio.

COURSE OF READING FOR TEACHERS.

Institute instructors throughout the State are urgently requested to present the matter of a course of reading for teachers to the August Institutes with the earnestness and enthusiasm the importance of the subject demands at their hands.

From the proceedings of the State Association it will be seen that a committee of eight was appointed to lay out a course of reading for teachers, professional, literary, biographical and historical, covering a period of four years, and to report a feasible plan for its prosecution.

The following, if our memory serves us, was the course suggested for the first year:

Professional.—Either Hailman's History of Pedagogy, Quick's Educational Reformers, or Pestalozzi.

Literary.—Either Longfellow, Whittier, or Lowell.

Historical and Biographical.—American History to the year 1776, the following works being suggested: Bancroft's and Higginson's Histories of the United States, Irving's Columbus, Prescott's Conquest of Mexico and Peru, Parkman's Pioneers of France in the New World, Jesuits in North America, etc.

Another committee of three was appointed to report a plan, or course of reading for the pupils of the public schools.

We consider the work of this latter committee the most important attempted for years in the educational work of the State. Its success,

however, will depend very largely on the prior success of the efforts of **the former committee** to initiate a course of reading for teachers.

The teacher who knows nothing of literature, history, or biography, **will** do little to inspire pupils in this department of culture. Teachers **interested** in this work will not fail to interest their pupils. Institute **instructors** must be pioneers in this work with teachers. We call upon **them** to strike fire upon this subject wherever their voices may be heard **from the River to the Lakes**.

The mode of procedure, the organization of reading circles, the **appointment of officers**, and other details, will be given by the **secretary** of the committee. Don't fail to give the matter enthusiastic **consideration**. It is the beginning, we believe, of advanced and higher **work** in the field of education. R.

FROM LEIPZIG.

The teachers of the sixteen Saxon Gymnasias met for their annual conference at eleven o'clock, June 17th, in the hall of the State Gymnasium of Leipzig.

After singing by the Mannerchor, and an address of welcome by Prof. Vogel, the president, Prof. Richter announced the subjects for discussion, "How to Secure Better German Compositions in the Upper Classes, School-statistics, School-programs."

The first question was discussed by Prof. Vogel. While he could not consider success in German composition as the strongest proof of mental power, he would, on the other hand, be far from regarding it as the least important. It is to be regretted that in the examination of compositions many unwelcome discoveries are made. The speaker offered some suggestions as to the best method of securing compositions which shall not evince, as too often happens, a want of thought, energy, taste, and grammatical correctness. The teacher should himself show an enthusiastic interest in the subject to be treated, should avoid pedantry in his criticisms, select, not æsthetic abstractions, but lighter themes, give many rhetorical exercises, ask for illustrations of different styles, and secure precision of expression by the formation of correct modes of thought.

Prof. Richter said it was important that the programs (catalogs) contain health reports; that thus would be corrected the erroneous impression that the gymnasium pupils are all invalids. This report should not be confined to the pupils now present, but should, as far as possible, include those who have gone out from the institution. For

this purpose the State Gymnasium has an album in which, by the name of each pupil, all that is subsequently learned of him is recorded.

The meeting closed with a banquet, which was enlivened by speeches and an humorous poem. The next annual meeting will be held at Dresden.

I am indebted for the above particulars to a weekly educational paper published in Leipzig, "Zeitung für das höhere Unterrichtswesen." The longest article in the same number (June 29) is a protest against the use of so many foreign words in place of simpler German. If these discussions sound very much like some we have heard in Ohio, it is only another proof that great minds move in the same channel.

Mine host of the Golden Lion very wisely said that "What is not in a man comes not out of him." We worry our heads and hearts because our pupils do not write good compositions, when the trouble with them is, that they have not yet learned to observe and reflect.

Leipzig, July 5, 1883.

MARTIN R. ANDREWS.

TEACHERS' INSTITUTE PROGRAMS.

One of the practical difficulties in connection with teachers' institutes is the backwardness of those present in taking part in the proceedings. Many a good program has been spoiled and many a meeting made a partial failure by the want of variety due to this cause. It is not enough that the subjects selected for treatment should be numerous and that they should be entrusted to those who have the ability to handle them in a masterly and interesting way. Indeed those who prepare programs err more frequently by making them cover too much ground than by including too little. What is wanted in the case of associations, which are permanent organizations, is that more teachers should come prepared to take part in the discussion of practical questions, and that the views of those who prepare papers should be thoroughly and intelligently criticised by a large proportion of those who have heard them read.

As associations meet half-yearly there is no reason why at each meeting the program should include more than a few topics except the difficulty of filling up the time. It would be much better to limit the number and allow more time to each if there were more readiness on the part of members to contribute. In order to secure this it would be well to appoint several persons to criticise freely each paper or discuss the subject of which it treats. We have before us the program of

an institute held recently in North Wellington, which contains some features that might be advantageously copied in other districts. One of these is that while the subjects are given in regular order on the program no special division or length of time is set apart for any particular one, and it is not even stated on which day it will be taken up. This method has the advantage of leaving it uncertain when any subject in which a teacher may be interested will come before the convention, and its tendency will be to secure a better attendance at the meetings; and it has the further advantage of leaving the program more flexible and therefore less liable to derangement from the unforeseen absence of persons appointed to prepare papers.

Another feature is the appointment of critics under each topical head on the program. For example, one of the topics is the "Science of Education," to be discussed by the introducer and four critics; another is the "Characteristics of a Good Teacher," to be discussed by the introducer and three critics; and so on through the list. The idea is a good one and we commend it as such to the officers of associations everywhere.—*Canada School Journal*.

RELIGION AND OUR COMMON SCHOOLS.

We know that it is not from disinterested motives, or because of any genuine solicitude for their welfare, that the Church of Rome spasmodically breaks out in bitter lamentations concerning the alleged "godlessness" of our public schools. But whatever may be the design of this well feigned grief, or the insidious purpose of the resultant crusade in behalf of religious—which to her is synonymous with Roman Catholic—education, the sad fact remains that there is much of truth in this oft-repeated charge. The fatal defect in our system of popular education has been, that whilst it afforded every requisite necessary to bring the possibilities of a literary, scientific or professional career within the reach of the humblest or most destitute, and gave the widest scope for the cultivation of mind, the capacities and requirements of the soul, were entirely ignored. If the schools produced intelligent voters, the astute founders of the system thought they had met all requirements for preserving the safety of the state. They forget the familiar axiom, that as water cannot rise higher than its source, so the laws and rulers of a republic inevitably rise no higher than the people from whom they emanate. The morality of the majority generally determines the morality of the laws. And yet in

all our vast educational scheme what provision is made for inculcating morality, to say nothing of the teaching of positive Christian truth?

This, too, in the face of the experience of ages, for the greatest men among the old Pagan nations insisted on the importance of moral training along with other branches to make a complete education. The men of richest experience in Old Testament times, Job, David, Solomon, again and again assert that "The fear of the Lord is the beginning of wisdom, and to depart from evil is understanding," and at the present day the educators of India, Japan and China in the public schools teach their youth and young men the doctrines and precepts of their several religious systems. We, however, the aggressive Christian nation of the world, whilst spending immense sums to instill Christianity into the minds of the children of these dark lands, look with strange unconcern at the colossal machinery of our common schools yearly producing, if not educated heathen, at least what is worse, a nation of callous materialists. When will our people learn that to make the three R's of popular education effective in training men, there must be added the fourth R (Religion) to sanctify and consecrate all other learning to high and noble ends. The efforts to be put forth must be made now, and that largely by individuals whose positions enable them to exert an influence in the choice of teachers and the selection of text-books for our public schools. All over the country at this time, in town, borough and township, school directors are deciding upon the persons into whose hands the children of the community are to be entrusted for the coming year. In many places it is a responsibility Christian men are required to discharge. They recognize their obligations, and text-books and teachers are subjected to a rigid scrutiny, and everything is done to make the early impressions upon the minds of the little ones pure and ennobling. The future will show the wisdom of such a conscientious discharge of duty.

If all in our country districts, where the character of the community is distinctly a religious one, would insist on this plain duty of the Christian citizen, a healthy reaction must soon set in that would go far to correct the evils so widely complained of.—*The Workman*.

There is scarcely a conceivable form of corruption or public wrong that does not at least present itself at the cashier's desk and demand money. The legislature, therefore, that stands at the cashier's desk and watches with its argus eyes the demand for payment over the counter, is most certain to detect all forms of public rascality.—*Garfield*.

EDITORIAL DEPARTMENT.

THE CHAUTAUQUA MEETING.

The session of the Ohio Teachers' Association for 1883 was a successful one. The Executive Committee is to be congratulated upon the very excellent program, the complete arrangements for transportation and entertainment at rates marvellously low, and the successful carrying out of the whole to the minutest detail. With that venerable schoolmaster, Reuben McMillen, at the head, it could scarcely be otherwise.

The number in attendance was not as large as we expected, and not as large as it ought to have been; yet in point of attendance the session was considerably above the average for several years. We have taken pains to examine the treasurers' reports for the last seven years, and we find the number of membership tickets sold to be as follows:

At Put-in-Bay in 1877.....	246
" " " 1878.....	202
" Cleveland " 1879:.....	258
" Chautauqua " 1880.....	522
" Put-in-Bay " 1881.....	161
" Niagara " 1882.....	199
" Chautauqua " 1883.....	351

It will be observed that the average attendance of the two meetings at Chautauqua is more than double that of the other five. This looks like a pretty strong argument in favor of Chautauqua, and it is not surprising that the sentiment among those in attendance this year is strongly in favor of holding the next meeting there. Chautauqua is certainly a delightful place; its atmosphere—physical, intellectual, moral, social, and esthetical—is good; and its facilities for holding such a meeting and entertaining those in attendance are unsurpassed.

Our readers may accept this as our summer holiday number. It is double the usual size, and contains matter of more than ordinary interest and value. Several of the papers deserve and will receive a permanent place in the educational literature of the country. Superintendent Hinsdale's paper, and the discussion following, for example, shed a very clear light upon the much-debated question of the legitimate sphere and functions of the public school. Mr. Hinsdale gives out no uncertain sound. His utterances on several leading questions are clear and bold, and his conclusions carry with them the weight of candor and reason. We shall have occasion to refer to some of the topics discussed in this and some of the other papers at another time.

We regret our inability to present even a synopsis of Dr. Vincent's soul-stirring address. He spoke very rapidly and entirely without notes, and no report could be made that would do anything like justice to the speaker or his theme.

It is a long time since the Ohio Teachers' Association has undertaken a work so important and far-reaching in its possible results, as that suggested by Mrs.

Williams last year, and upon which the Association, at its late meeting, took important action—the work of organizing and carrying on a State Teachers' Reading Circle. It will require a deal of wisdom and work, but neither of these is beyond our reach. There will be new life to the Association from having a definite object of such importance to work for.

The Board of Control has something to say elsewhere in this number, and will speak through these pages every month, making known its plans and giving directions about the work; and we invite all interested to ask questions, make suggestions and report progress through the MONTHLY.

We want teachers to make the MONTHLY a medium of communication with each other. Ask and answer questions, tell of your difficulties and discouragements and how you overcome them, report your experiences, record the best thoughts which come to you as you go about your work from day to day. There would be immense gain to the cause if teachers generally would observe closely and report their observations carefully.

We specially invite teachers in both town and country to write us about the difficulties they meet in the organization, general management, and government of their schools, and avail themselves of whatever help an experience of more than thirty years in school work may enable us to give. We have in mind to devote some space to a correspondence department, which we think may be made both interesting and profitable.

We are compelled to rely upon our friends to present the cause of the MONTHLY in the summer institutes, and we trust it will be done effectively in every instance. We are fully embarked in this enterprise, and we need not disguise the fact that we want subscribers. The expressions and material tokens of approval received the past year have raised our expectations. Our aim is to merit their fulfillment.

EDUCATIONAL INTELLIGENCE.

—The Concord Summer School of Philosophy opened its fifth annual session July 18, to continue four weeks.

—The Catalog of the North-western Ohio Normal School at Ada shows an enrollment of students in all departments, for the past year, of 2,077; graduates, 131.

—The National Educational Assembly for 1883, conducted by J. C. Hartzell, of New Orleans, is announced to meet at Ocean Grove, New Jersey, Aug. 9, 10, 11 and 12.

—The Ashland County Institute will be held at Ashland the last week of August. J. E. Stubbs, of Ashland, and Elias Fraunfelter, of Akron, are to be the principal instructors.

—The Greene County Institute is the first to report. It began July 9, and continued two weeks. Drs. Harvey and Mendenhall were the instructors; 150 teachers in attendance. Bro. Cox sends in a good list of subscribers. Blessings on Greene County. It has as many good people to the square mile as any county we know.

—One of the most valuable "Circulars of Information" sent out by the Bureau of Education for months past is circular No. 2 for 1883, giving statistics of the cities and towns of the United States practicing co-education in 1882,

and cities and towns practicing entire or partial separation, together with reasons assigned by officials and representative educators for the courses pursued.

—The County Superintendents of Indiana have adopted the following rule regarding the regulation of teachers' licenses: Six months licenses are to be granted to applicants who pass an average examination of 70 per cent. with no grade less than 60. One year's licenses to those passing a general average of 85 per cent.; two years' licenses for an average grade of 90 per cent., and three years' licenses for an average grade of 95 per cent.

—The new institute law of Illinois makes it the duty of every county superintendent to hold at least one teachers' institute in his county each year, and requires each applicant for a teacher's certificate to contribute one dollar to the institute fund. This is a step forward for Illinois. The *Inter-Ocean* suggests that the next step toward placing Illinois on a level with neighboring States in the matter of these normal schools for the great body of Illinois public school teachers should be for State superintendents, county superintendents, and the State board of education to come to some agreement as to what constitutes a proper course of study, lectures, etc., for these institutes, and secure the right kind of instructors for them.

—Ohio is not alone in her tribulations in regard to a place for the meetings of her State Teachers' Association. The Wisconsin Association recently met at Sheboygan. This growl comes from the correspondent of the Chicago *Inter-Ocean*:

"There is no sufficient reason for crowding a State assembly of this nature off into a remote corner of the commonwealth. Sheboygan is not central to the great State of Wisconsin, and the slim attendance of teachers, notwithstanding the excellent program and the accommodating railroad rates, should open the eyes of the leaders of the association to the importance of going out of the itineracy, and settling down in some convenient spot for years to come. We are confident that if the opinion of the great body of Wisconsin teachers were obtained, this policy would prevail."

PERSONAL.

—D. R. Boyd continues in charge of the schools at Van Wert, at same salary.

—F. S. Fuson continues in charge of schools at Mechanicsburg another year—his fifth one.

—E. E. White was honored with the presidency of the National Council of Education, at its late meeting at Saratoga.

—Robert Story has been re-elected superintendent of schools at Greenfield, O., where he has already served three years.

—D. A. Jennings has resigned the superintendency of schools at Attica, O., to take a similar position at Black River Falls, Wis.

—M. R. Andrews, of Marietta College, expects to sail from Liverpool, Aug. 14, on board the *Salier*, on his return from Leipzig.

—President Laughlin, for the past nine years president of Oskaloosa College, Iowa, has accepted the presidency of Hiram College, Ohio.

—W. H. Venable has been called upon to mourn the loss of his beautiful and promising son, Victor. He has the sympathy of a very large circle of friends.

—T. W. Bicknell, editor of the *New England Journal of Education*, has been chosen president of the National Educational Association, for the coming year.

—E. M. Barnes, of Bloomdale, who will have charge of the West Millgrove schools the coming year, was recently appointed one of the school examiners for Wood county.

—C. J. Albert, who has been principal of the Germantown high school for the last three years, was unanimously re-elected, but has tendered his resignation to accept a similar position at Niles, O.

—J. Fraise Richard conducted a very successful normal institute at Nashville, Ind., closing June 29. Teachers and citizens presented him a gold-headed cane, and unanimously requested his return next year.

—After a protracted contest, Elias Fraunfelter has been elected superintendent of the Akron schools. Salary, \$2,000. Prof. Fraunfelter was at one time connected with an academy at Ashland, and has filled the chair of mathematics in Buchtel College for the past ten years; but he has had little, if any, experience in public school work.

—C. C. Rounds, principal of one of the Cleveland grammar schools eighteen years ago, more recently principal of the normal school at Farmington, Me., has been chosen principal of the New Hampshire State Normal school.

—F. D. Ward, principal of the Le Roy high school for the last three years, has been retained in the same position for another year, at a salary of \$900, an increase of \$100. He has also been appointed one of the county examiners for Medina county.

MAGAZINES FOR AUGUST.

Dio Lewis's Monthly. Vol. 4. No. 1. Dio Lewis, Editor; Clarke Brothers, Publishers, New York.

The aim of this new candidate for popular favor is to popularize Sanitary Science. The editor proposes to discuss the science of hygiene in words so plain that the wayfaring man, though a fool, shall not err therein. Each number is to contain 96 pages, on good paper and very large clear type. In size of page and general appearance the magazine is much like the *Century*. There is a wide field for such an enterprise, and Dio Lewis is the man to occupy it. \$2.50 a Year, 25 cents a Number.

The North American Review opens with a vigorous discussion of "Moral Instruction in the Public Schools," by Drs. Newton and Patton, and closes with a joint discussion of "Science and Prayer," by President Anderson, of the University of Chicago, and Thaddeus B. Wakeman. There are five other articles on topics of interest. Published at No. 30 Lafayette Place, New York.

The Century, the midsummer holiday number, contains an unusual number of short stories and sketches, well adapted for summer reading. John Burroughs has a discriminating article on Carlyle; there is the first part of an anonymous romance called "The Bread-winners," which is to run through six numbers, the scene of which will be recognized as a flourishing city on Lake Erie; another installment of "A Woman's Reason," etc., etc. The Century Company, New York.

The St. Nicholas takes its young readers away from cities and towns to the sea-side and mountains, and furnishes them the choicest fare. The Century Company, New York.

The Princeton Review has six articles, as follows: The Tariff Question, Anthony Trollope, Conflict of Science and Religion, Education of Ministers, Recent Researches in Cerebral Physiology, and the Political Situation in France. 2 Nassau St., New York.

The Youth's Companion comes every week filled with choicest stories and instructive articles for the young. Its moral tone is always good, and it never fails to interest its readers.

—T H E—

Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

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J. J. BURNS, }

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DEFINITION OF QUANTITY.

BY PROF. J. M. LONG, UNIVERSITY OF MISSISSIPPI.

1. *Quantity as a scientific category needs to be defined.*—We may have true conceptions of a thing, and make true assertions about it, without being able to define it. But there is a strong mental tendency to form definitions of things, coupled with the abiding conviction that each object of thought has some distinguishing characteristic which, when found, will supply a true definition. This strong mental tendency to form definitions of things has its necessity in the fact that without definitions as the highest generalized ideas expressed in the form of propositions, we cannot reason and draw logical conclusions concerning things. We may in a vague way refer *man* to the class *animal*, but unless we have expressed in the form of a definition what we regard as the essential attributes of *animals*, we cannot draw any logical conclusion from this notion to that of man. But if it has been settled that animal should be defined as a “being impelled to action by appetite and passion,” we can then by means of this definition logically infer that man as an animal is “impelled to action by appetite and passion.”

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So also with the notion of Quantity as the fundamental category in mathematics. Whether we give a definition of it or not, we tacitly assume that it does possess some definitive attribute whenever we make it the central idea in mathematical science, and draw logical conclusions concerning it. Also, we ought to be able to find this definition by attentively considering what is the fundamental characteristic which is ever assumed in all our assertions, reasonings, and inferences concerning *quantity*. Hence, notwithstanding the failure of the attempts hitherto made to give a satisfactory definition of quantity, we think such a definition can, and ought to be, made.

2. *The conditions of a good definition.*—Several rules have been laid down by logicians for framing correct and good definitions. It will be sufficient for our present purposes to condense these into the three following conditions: 1. A good definition should exclude whatever is not essential to the idea of the thing defined. 2. It should not include what the notion already presupposes, for this would be tautology, or a defining in a circle. 3. The defining attribute should be so fundamental that it cannot be resolved into any thing more simple.

Now, the definition of quantity commonly given violates the second of those conditions. When quantity is defined as *that which admits of being increased or diminished*, there is a tautology, for the ideas are already implied in the idea of quantity. But a more serious objection is that it also violates the first condition; it does not exclude what differs essentially from quantity in the mathematical sense of the term. Pain and pleasure, and, in fact, all that constitutes the sphere of quality, are capable of being increased and diminished.

In one of our text-books we find quantity defined as “that which can be measured by a unit of its own kind.” But this is open to the same objection as the preceding definition, since the idea of *measurement* is already implied in quantity. Measurement presupposes the ideas of *number* and *ratio*. “By number we can answer the question, How many? By number and ratio together, we can answer the question, How much?” (*Challis.*) Again, as the other definition was too wide, so this is too narrow. To make quantity that which can be measured only by a unit of its own kind would be to restrict it within limits altogether too narrow. Thus time is measured by *motion*, and velocity by *space* and *time* combined. Also the different modes of *force* in mechanics and physics are dealt with as quantities by being measured by other units than their own. In fact, the science of mathematics has been mainly advanced by discovering ingenious methods of measuring things by other units than their own.

3. *The proposed definition.*—Thus it appears that the different at-

tempts to define quantity have been unsatisfactory, either because they involve a manifest tautology, or in some other way violate the conditions of a good definition. Prof. Howison who has written an able essay in the "Journal of Speculative Philosophy" on the Logic of Quantity does not attempt to give a definition of quantity itself, seemingly deterred by the failure of all previous attempts. Now, we believe it to be possible to give a definition of quantity which will both satisfy all the conditions of a good definition, and also meet all the demands of mathematical science.

We rise to the conception of quantity by the mental power of abstraction in which we eliminate from thought all the distinguishing and physical qualities of objects by which they are perceived as *like* or *unlike*, and by contemplating them in the relations of pure space and time. In this way we have two distinct spheres of thought, one of *quality*, and the other of *quantity*. The former is the sphere of qualitative logic which answers the question, What kind?; the latter is the exclusive sphere of quantitative logic, or mathematics, which answers the question How many? and How much? Now, what is the essential difference between these two spheres of thought? Whatever it is which distinguishes quantitative thought and reasoning from qualitative thought and reasoning must be the true definition characteristic of quantity as the fundamental category in the science of mathematics. The fundamental law of thought is the perception of *likeness* and *unlikeness*, of *equality* and *inequality*. Thought begins with perceptions of qualitative likeness and unlikeness, of similarity and contrast among phenomena. We rise by successive steps till we come to ideas of quantitative equality and inequality. Hence, whatever can be expressed in relations of *likeness* and *unlikeness* belongs to the logic of quality, while whatever can be expressed in relations of *equality* and *inequality* belongs to the logic of quantity. The single stroke of the hammer of the clock proclaiming the hour of *one* is one impression, one abstract unit of feeling, and as such is absolutely equal to all other units, whether these be applied to pebbles, atoms or worlds. Hence the *absolute equality of relations* is the essential characteristic which distinguishes quantitative thought from qualitative thought.

The logic of quality proceeds on such fundamental propositions as the following: Things similar to the same thing are similar to one another. Things dissimilar to the same thing are dissimilar to one another. Like causes produce like effects and unlike causes produce unlike effects. On the other hand, the fundamental axioms and regulating principles of mathematics are such as the following: Things equal to the same thing are equal to one another. Things unequal to

the same thing are unequal to one another, and the whole is equal to the sum of the parts. In the logic of quality we are not able to form propositions expressing absolute equality, or identity, because here the relations among the objects of thought are so complex and heterogeneous,—so variable, that we can affirm of them only qualitative relations of likeness and unlikeness. We may affirm, qualitatively that two roses are *red*, that two crystals are hexagonal, but we cannot affirm that they possess these qualities in an absolutely equal degree. Our senses give us only qualitative likeness and unlikeness. Absolute equality can not be affirmed of sensible things; this belongs exclusively to the abstract sphere of quantity. Thus it appears that the essential mark, or characteristic, of quantity, which essentially distinguishes the logic of quantity from that of quality, and which lies at the foundation of its axioms, definitions, and operations, is the idea, or intuition, of *absolute equality*. We then conclude that equality is the true definitive attribute of quantity. $x = a$, $x > a$, $x < a$, are the universal formulæ of all quantity as conceived of, and dealt with, in mathematics. Equality is, therefore, the essential characteristic which enables us to say, definitively, what quantity is in contradistinction to quality. We, then, propose the following definition: *Quantity is whatever can be expressed in relations of absolute equality independently of all physical changes and qualities.*

4. *Conforms to the conditions of a good definition.*—By defining quantity by the differential attribute of “entering into relations of absolute equality,” it is truly distinguished from quality. The definition thus conforms to the first condition of exclusion and inclusion. It also conforms to the third condition, because it is a simple primitive intuition which cannot be resolved into any elements of thought more simple. Neither does it violate the second condition by being open to the charge of tautology, or of defining in a circle. Equality is a fundamental conception of the human understanding, forming an essential element in its power of reasoning on quantity. Hence it cannot itself be presupposed in the idea of quantity, for to have the mathematical conception of quantity we must think of it as possessing certain properties. But when we do this, we find that the fundamental idea which underlies all our other conceptions of the properties of quantity is that of equality.

Prof. Jevons in his “Principles of Science” mentions the fact that the term *equality* has no less than four different scientific meanings. They are given as (1,) absolute equality, (2,) sub-equality, (3,) apparent equality, and (4,) probable equality. The first of these meanings is the one which expresses the essential idea of quantity in the math-

emational sense. But this idea of absolute equality has its basis in *apparent equality*. This is the kind of equality which belongs to the sphere of sense. "Two magnitudes are apparently equal which differ only by an imperceptible quantity." Out of the sensible and apparent equality of things has been developed the supersensible equality which enters into mathematical relations of quantity. Hence, to distinguish the particular kinds of relations of equality into which mathematical quantity alone is capable of entering, we have used in our definition the phrase, "*relations of absolute equality*."

If at any time what has been termed *intensive* quantity can be expressed in relations of absolute equality by the discovery of some fixed unit of measure, as in the case of the mechanical equivalent of heat, it then passes up from the sphere of qualitative thought to that of quantitative thought.

As the author of this article intends to embody the foregoing definition of quantity in a work intended for publication on the Logic of the Sciences, he will be obliged to any one who will show that this definition cannot stand the test of criticism.



AMERICAN EDUCATION.

HISTORICAL SKETCH, BY W. C. GRAY.

It is probable that our ancestors had a system of education before they came in contact with the Romans, but the first that history tells us about these schools relates to those established by Agricola, who, as Tacitus tells us, had the sons of the chief men of the Britons instructed in the liberal arts, in which they immediately showed great aptitude and ability, and to which they devoted themselves with great ardor. These schools must have remained in existence after the abandonment of Britain by the Romans. The evidence of this is that when Charlemagne conceived the idea of a universal dissemination of intelligence, and among all classes, he acted upon the suggestion of his instructor, Alcuin, an Englishman, who doubtless obtained his knowledge of the value of popular education from his observations in his own country. Alfred the Great set about the strengthening of his government and his people by the same means, and established grammar schools in the various parts of his kingdom, supporting them at public expense. His successors followed in the same good work. Carlisle and Derby schools were established by William II., A. D. 1160, Salisbury in 1319,

and the "Nine Public Schools" in 1387. These were free schools supported by endowments. There were 782 of these old schools in nominal existence a few years ago, but they were subjects of great abuse, in many cases the endowments were held as entailed property, and no teaching given. The ancient principle of the value of public education, planted in the realm by the Romans and cherished by Alfred and Charlemagne, has been supplanted by the idea that it was not good for the common people. This idea prevailed up to the beginning of the present century.

In our country the demand for the education of the masses arose out of a desire of the early settlers to protect the people from the impositions of papal superstition by placing the Scriptures in their hands. An hundred and fifty years later (1778), Joseph Lancaster was seized with the idea of educating the emancipated slaves to read the Bible, and out of this, very singularly, arose the revival of education in England. Robert Raikes, the founder of Sunday-schools, was inspired with the thought by the successful efforts of Lancaster.

Fifteen years after the landing of the Pilgrims (1635), they established a public school, and required all the people to send their children, a penalty of £10 being inflicted for each child that was not sent. Philemon Purmont was the first teacher—the Adam of all the American public school teachers. All who were able to pay the tuition fee were required to do so. Those who could not sent their children free, and the expense was paid by the town. This school system was gradually extended till 1683, when every town of 500 inhabitants was required to maintain a grammar school in addition to the primary schools, failing to do which they were taxed and the proceeds given to the next adjoining town.

Higher education started even with the primary schools. In 1636 the Colonial Legislature of Massachusetts voted £400 toward the founding of a college. In 1639 it was "ordered that the colledge agreed upon formerly to be built at Cambridg shal bee called Harvard Colledge," in honor of Rev. John Harvard, who, dying in 1638, had left £700 and a library of 300 volumes for the institution. The institution now consists of twenty-one buildings, some of them of great capacity and elegant construction, with an endowment of \$3,500,000. The State early began the establishment of a permanent endowment fund for the support of common schools. This now amounts to about \$3,000,000. The annual school tax amounts to about \$3.50 for each child in the State.

The Connecticut colonies pursued essentially the same plan, beginning as early as 1642 establishing primary and grammar schools. Ev-

ery town containing thirty families was required to maintain a school. These schools were the first of the district system. As in Massachusetts, the schools were supported by tuition fees, permanent funds and taxation. They sent their sons to Harvard till 1707, when a college was established at Milford. In 1776 it was removed to New Haven, and in 1718 Elihu Yale gave it a liberal endowment and it took his name. It now rivals Harvard in wealth and influence.

New Hampshire as part of Massachusetts, partook of the school system of the parent colony. All the New England colonies followed, adopting substantially the same plans and methods.

New York was of Dutch stock. The early settlers established a school as early as 1633 in New Amsterdam, of which Adam Roelantsen was the first teacher. A number of other schools followed, the teachers of which were paid by the town and the clergy. When the English occupation took place in 1674, schools existed in every town and village of the colony, of which the fundamental idea was free tuition to those whose parents were unable to pay. Education was in the hands of the established (Reformed) church, and no schools were permitted without license from the consistory. The course of instruction consisted of reading, writing, arithmetic and catechism. In 1746 the colonial legislature authorized the raising of money by a lottery for the establishment of a college, and the funds thus obtained were the first in the foundation of Columbia (first called King's) College. In 1795, on the recommendation of Gov. Clinton, the sum of \$50,000 a year for five years, was appropriated for the support of common schools. The sum appropriated by the State has risen from \$50,000 to over \$3,000,000, annually. The total annual expense to cities and towns and the State is \$12,000,000. In 1874 compulsory education was established, which requires fourteen weeks of instruction to each child between the ages of eight and fourteen, and inflicts a fine of \$50 on any one who employs a child which has no certificate of having had that period of teaching in the year in which it is employed. The history of education in all the colonies is essentially the same. The necessity for public instruction was everywhere recognized in a country where suffrage was universal.

The Western States came into existence with the advantage of the experience of the colonies before them. The ordinance of 1787, organizing the north-western territory, provided that "Religion, morality and knowledge being necessary to good government, and to the happiness of mankind, schools and the means of education shall be forever encouraged." Lands were liberally set apart for the support of schools and universities, and each of the new States passed general

laws and levied taxes for their support. These funds were inadequate, however, for many years to meet the demand for teachers, and they were, therefore, supplemented by tuition fees, by "boarding the teachers around" and private donations.

The free-school system did not flourish in the Southern States. Up to the beginning of the present century the instruction of children was left to the parents. The necessity for the education of the white masses, was recognized, however, and appropriations were made for the purpose; but the funds thus provided were limited to those who were unable to pay, and the result was that the few free schools established were regarded as charity schools, with the idea of disgrace, something akin to that which attaches to county houses for the poor, or free hospitals. Parents who were able to educate their children would not accept this charity, and those who were not, preferred to let their children grow up in ignorance rather than to confess it by accepting public aid. The same feeling had prevailed to some extent in the Northern States, but it was removed by the general taxation system, and the exemption of all classes from the payment of tuition. The wealthy or well-to-do families in the South employed their own preceptors, which afforded employment to large numbers of young men and women of the Northern States, who "went south to teach." The poorer classes were often illiterate, though they possessed the hardy virtues of their race. A better condition now exists.

Public education has made great progress in the last half-century. As late as 1830 the curriculum was limited to reading, writing and arithmetic. Geography and grammar began to be introduced, but there was but little proper classification of the pupils.

As long ago as 1697 a seminary was established in Prussia for the training of teachers. August Hermann Franke, of Rheims, in connection with his charity school, established a class for teachers. From this small beginning the idea extended to all parts of Germany and eventually to all parts of Europe. In our country it was slow in taking root, the first class being taught in 1834 in New York City. Horace Mann became the able and ardent advocate of the training of teachers in Massachusetts. A school was established in Lexington, Mass., in 1839. At the present time there are in the United States 150 normal schools, with 35,000 pupils under 1,200 instructors. The result is so high a degree of skill in teaching that no teacher can expect to command a desirable position and adequate pay who has not taken a course of instruction in the art of teaching.

While great progress has been made in primary instruction, both in the art and in the numbers reached, the same progress has not reached

the institutions for higher education, which remain with little or no advance on the methods and systems of one hundred years ago. The time of the student is still occupied with the higher mathematics and the dead languages, while the limits of useful knowledge have widened immensely, and the free inter-communication of the various nations renders a knowledge of modern languages and of practical science so useful. The colleges and universities have attempted to meet the demand by extending the curriculum without extending the time. The effect is a smattering in everything and thoroughness in nothing. There are now but very few college or university graduates who are really good Greek and Latin scholars, good mathematicians, or good in any other department of study. Many of them are obliged to employ a lexicon to read their own diplomas—while the deficiency of educated men in a knowledge of their own tongue is a matter of common remark. Not one in a score of them can write an article that will bear printing without revision. The college graduate is usually as helpless as a polyp when he takes his diploma. This has given rise to many special schools of science, and to the establishment of courses of instruction in science and modern languages in existing institutions. These break in upon and confuse the regular course, and result in general injury to the order and usefulness of the work of education. The tendency is now toward the neglect of the dead languages and the study of German and French, and of physics, chemistry, engineering, mining, agriculture and other sciences of practical application.—

Interior.

AN EXPERIMENT.

BY L. W. BRIGGS, DIRECTOR OF MODEL SCHOOL, OSHKOSH, WIS.

Perhaps your readers will be interested in the record of an experiment made with a class in reading in the model department of the Normal School at Oshkosh.

This class was organized in September, 1881, and consisted of seven boys and ten girls between the ages of eleven and fifteen years.

At the first meeting the teacher stated what he hoped to accomplish—that each pupil might learn to read aloud with ease to himself, and with pleasure to the listener; that each might learn to read silently so as to grasp the author's thought; that good books should be appreciated and read; that the children should learn to select that which is suitable to read, and be ashamed to read much of the literature which is afloat.

To secure good reading in class was any easy matter—only those

who could read with comfort to all concerned were allowed to read aloud.

This made special preparation necessary. Reading aloud at home, during intermission at school, whenever it did not disturb, became the fashion. Some pupils, who at first could not read in class, soon became the leaders of the class, then the time was equally divided among the members.

To teach effective, silent reading was much more difficult. That each paragraph should form a mental picture, and a story form a series of these pictures, seemed beyond the power of the children.

The image of the paragraph was frequently distorted, the series was nearly always broken.

The first attempt was made with the reproduction of a few pages of *The Legend of Sleepy Hollow*. One pupil saw no humor in Irving; another saw nothing else; one could reproduce only what referred to a horse; another was fascinated by the uncouth figure of Ichabod Crane, while another was impressed by his thrifty spirit.

From the entire class, but two pupils could furnish a complete sketch of the half dozen pages just read.

There were two points of difficulty that developed as the work went on. Each new author furnished the children with a partially new vocabulary which called for much attention,—and they were not trained to form impressions promptly and lay them aside, with the assurance that they could recall these impressions at will.

The first difficulty grows less apparent with increased study of good authors; the second difficulty is in a measure met by discipline of work and increasing maturity of mind.

What the children read is a delicate subject for the teacher to approach. Their reading matter is largely supplied by their parents, and any direct, adverse criticism on what is read, given by the teacher in the school-room, strikes with double force at home, and tends to provoke opposition, rather than co-operation, where either is most powerful.

The class was furnished, at first, with “*American Classics*.” This gave the occasion to discuss different authors and some of their works,—to call attention to some things worth reading, and why worthy. And these talks led the children to mention what they had read at home, and to ask the teacher’s opinion as to the value of what they had read. Here was opened the opportunity desired for a free discussion with the children of the merits of much that forms the staple reading at the various homes.

With the present month this class closes its work. The members go

their different ways—some to return to the school in the Fall, but in a different department,—some enter other schools,—and some take up the work they now hope to follow through the years.

In two years the class has read in the recitation room American and British Classics and Hamlet.

It became more a club than a class, wherein membership imposed the condition of strenuous preparation.

The "Classics" are full of allusions, thus bringing in much history, biography, mythology, and geography. The teacher hopes that good habits of reading have been formed, and that a basis has been laid for broad culture.

Each pupil has prepared a list of books which he has read at home during the year ending may 20, 1883. I have prepared a table showing how many pupils have read each work named :

Little Women.....	4	Life of Marie Antoinette.....	7
Eight Cousins.....	1	Life of Empress Josephine.....	2
Old Fashioned Girl.....	2	Life of James A. Garfield.....	3
History of U. S.....	9	The Century.....	3
History of England.....	8	St. Nicholas.....	5
History of Greece	1	Harper's Magazine.....	8
History of Rome	1	Youth's Companion.....	6
Tom Brown's School Days.....	4		

Number who have read the whole or a part of the following :

Dickens	7	Zigzag Journeys.....	4
Shakespeare.....	4	Longfellow.....	4
George Eliot....	1	Harriet Beecher Stowe.....	2
George MacDonald.....	2	Tennyson.....	2
Mrs. Holmes	6	Dr. Holland.....	1

Such an amount of reading as is represented by the above list cannot come under the direct supervision of the teacher, but he can indicate what it is well to read,—can loan books and thus induce an interchange of good books in the class, and can call for abstracts of what has been read. The notice of these abstracts in class takes time.

The review of the first set of abstracts handed in, occupied the class hour for four days ; but it was time well spent, for it gave the pupils an idea to guide them in their future reading. These abstracts were frequently informal talks and outside of class work.

A large number of miscellaneous books was read, of which the larger portion was drawn from a S. S. library.

One little girl furnishes a list of eighty-three books and papers, and in this case, more than one-half the number was drawn from a S. S. library.

These S. S. books usually do not fall under the head of pernicious literature, but such wholesale reading is pernicious in result.

One list I copy entire. This list represents the work of a girl of

fifteen, who reads each day, and at evening spends one hour with her father in the discussion of what she has read.

“Robert Falconer, Adam Bede, David Elginbrod, The Haunted Man, The Chimes, Cricket on the Hearth, The Battle of Life, A Christmas Tree, A Christmas Carol, History of U. S., Rab and his Friends, Miss Alcott’s Works, Saxe Holm’s Stories, St. Nicholas.”

Perhaps it is unnecessary to add, that this girl has not attended school regularly during the year.

The girl who read eighty-three books and papers during the year, represents one extreme in reading, while the other extreme is represented by the girl who writes as follows :

“———CITY, May 24, 1883.

“I received your note of the 23d, asking for the list of books that I have read during the last year.

“I am very sorry to say that I have not read any book through, for when I go out home I always have something else to do, and when I am down here, I have my lessons to get, and so do not have any time to read. But I will tell you what papers I have read—Weekly Northwestern, Portland Transcript, and Youth’s Companion.

I have read a part of the Building of the Nation, and intend to finish it some time.

“Yours truly,

“—————.”

I said at the outset that this was an experiment; it was rather a series of experiments, covering eighty weeks of school and home life.

The teacher became acquainted with the children,—could follow the working of the mind of each,—could see the mental attitude with which each received a new subject,—and thus knew how to touch the thought of each pupil in order to bring about a desired result.

The reading capacity of boys and girls of different ages, coming from a variety of homes, and differing in previous training, was well tested. It was found that children appreciate the same authors as do their parents—there are degrees of appreciation.

And the reading itself was tested. It seemed the visible agent for inducing study in various lines—the basis for composition and recitation, the promoter of discussion on etiquette, morals and manners,—and it led us out into the broad highway of newspapers and magazines, which told us of the busy world’s work.

The allotted time for the reading with this class has passed, the record for the two years is made up; we may not revise it, but we may review, and as we look back in our review, we see now how small a matter was a single personal success or failure—a day’s absence from class; and how great a matter was the spirit which pervaded the work—the general trend of the whole work, the sympathy which

bound pupils and teacher, and through which the teacher lived with and animated the pupils.

The special work of the teacher will soon be forgotten, special authors named or studied will soon lose prominence, special drill will make no lasting impression; but the earnestness of the two year's work, the attempt to grasp facts, or grapple with ideas too big for us, the patient search after related facts, or after obscure meanings, the persistent attempts to do some work well, the slow development of higher ideals,—these will never be effaced; they are imbedded in the nature of each pupil, they are among the elements into which the root-lets of his mind dip down for food.—*Wisconsin Journal of Education*.



EXAMINATION OF TEACHERS.

BY SUPT. GEO. J. LUCKEY.

I think that it may be safely asserted that almost every device to which examiners have resorted to test the qualifications of applicants for the teacher's position has in a measure proved a failure. We are as frequently astonished at the marked success in the school-room of the holders of poor certificates, as we are at the deplorable failure of the best scholars. The difficulty appears to be that we have no way of determining the ability of the applicant to tell what he knows: we ask him questions, and are satisfied if he answers them in the words of the text books—a parrot might do the same—we have not the time, or do not take the pains, to have him explain his answers. He may murder the "Queen's" English while giving 90 per cent. of correct answers to questions in English grammar, and we certify that he is *A one* in grammar. He may solve eighteen out of twenty knotty problems in arithmetic, and yet be unable to explain clearly the simplest problems in every-day business life.

To avoid the difficulty above alluded to I have endeavored to arrange the examination so that the applicant may have full scope to explain the meaning of all his answers, and my plan has proved so satisfactory that I am induced to recommend it to others. For a number of years I have been convinced that the question and answer method of examination was an absolute failure, and I have resorted to other devices to test the qualifications of those who have appeared before me for examination. I have required each applicant to write a letter; to write upon some topic or topics of general information, and to show

the same thing are unequal to one another, and the whole is equal to the sum of the parts. In the logic of quality we are not able to form propositions expressing absolute equality, or identity, because here the relations among the objects of thought are so complex and heterogeneous,—so variable, that we can affirm of them only qualitative relations of likeness and unlikeness. We may affirm, qualitatively that two roses are *red*, that two crystals are hexagonal, but we cannot affirm that they possess these qualities in an absolutely equal degree. Our senses give us only qualitative likeness and unlikeness. Absolute equality can not be affirmed of sensible things; this belongs exclusively to the abstract sphere of quantity. Thus it appears that the essential mark, or characteristic, of quantity, which essentially distinguishes the logic of quantity from that of quality, and which lies at the foundation of its axioms, definitions, and operations, is the idea, or intuition, of *absolute equality*. We then conclude that equality is the true definitive attribute of quantity. $x = a$, $x > a$, $x < a$, are the universal formulæ of all quantity as conceived of, and dealt with, in mathematics. Equality is, therefore, the essential characteristic which enables us to say, definitively, what quantity is in contradistinction to quality. We, then, propose the following definition: *Quantity is whatever can be expressed in relations of absolute equality independently of all physical changes and qualities.*

4. *Conforms to the conditions of a good definition.*—By defining quantity by the differential attribute of “entering into relations of absolute equality,” it is truly distinguished from quality. The definition thus conforms to the first condition of exclusion and inclusion. It also conforms to the third condition, because it is a simple primitive intuition which cannot be resolved into any elements of thought more simple. Neither does it violate the second condition by being open to the charge of tautology, or of defining in a circle. Equality is a fundamental conception of the human understanding, forming an essential element in its power of reasoning on quantity. Hence it cannot itself be presupposed in the idea of quantity, for to have the mathematical conception of quantity we must think of it as possessing certain properties. But when we do this, we find that the fundamental idea which underlies all our other conceptions of the properties of quantity is that of equality.

Prof. Jevons in his “Principles of Science” mentions the fact that the term *equality* has no less than four different scientific meanings. They are given as (1,) absolute equality, (2,) sub-equality, (3,) apparent equality, and (4,) probable equality. The first of these meanings is the one which expresses the essential idea of quantity in the math-

emational sense. But this idea of absolute equality has its basis in *apparent equality*. This is the kind of equality which belongs to the sphere of sense. "Two magnitudes are apparently equal which differ only by an imperceptible quantity." Out of the sensible and apparent equality of things has been developed the supersensible equality which enters into mathematical relations of quantity. Hence, to distinguish the particular kinds of relations of equality into which mathematical quantity alone is capable of entering, we have used in our definition the phrase, "*relations of absolute equality*."

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It is probable that our ancestors had a system of education before they came in contact with the Romans, but the first that history tells us about these schools relates to those established by Agricola, who, as Tacitus tells us, had the sons of the chief men of the Britons instructed in the liberal arts, in which they immediately showed great aptitude and ability, and to which they devoted themselves with great ardor. These schools must have remained in existence after the abandonment of Britain by the Romans. The evidence of this is that when Charlemagne conceived the idea of a universal dissemination of intelligence, and among all classes, he acted upon the suggestion of his instructor, Alcuin, an Englishman, who doubtless obtained his knowledge of the value of popular education from his observations in his own country. Alfred the Great set about the strengthening of his government and his people by the same means, and established grammar schools in the various parts of his kingdom, supporting them at public expense. His successors followed in the same good work. Carlisle and Derby schools were established by William II., A. D. 1160, Salisbury in 1319,

the same thing are unequal to one another, and the whole is equal to the sum of the parts. In the logic of quality we are not able to form propositions expressing absolute equality, or identity, because here the relations among the objects of thought are so complex and heterogeneous,—so variable, that we can affirm of them only qualitative relations of likeness and unlikeness. We may affirm, qualitatively that two roses are *red*, that two crystals are hexagonal, but we cannot affirm that they possess these qualities in an absolutely equal degree. Our senses give us only qualitative likeness and unlikeness. Absolute equality can not be affirmed of sensible things; this belongs exclusively to the abstract sphere of quantity. Thus it appears that the essential mark, or characteristic, of quantity, which essentially distinguishes the logic of quantity from that of quality, and which lies at the foundation of its axioms, definitions, and operations, is the idea, or intuition, of *absolute equality*. We then conclude that equality is the true definitive attribute of quantity. $x = a$, $x > a$, $x < a$, are the universal formulæ of all quantity as conceived of, and dealt with, in mathematics. Equality is, therefore, the essential characteristic which enables us to say, definitively, what quantity is in contradistinction to quality. We, then, propose the following definition: *Quantity is whatever can be expressed in relations of absolute equality independently of all physical changes and qualities.*

4. *Conforms to the conditions of a good definition.*—By defining quantity by the differential attribute of “entering into relations of absolute equality,” it is truly distinguished from quality. The definition thus conforms to the first condition of exclusion and inclusion. It also conforms to the third condition, because it is a simple primitive intuition which cannot be resolved into any elements of thought more simple. Neither does it violate the second condition by being open to the charge of tautology, or of defining in a circle. Equality is a fundamental conception of the human understanding, forming an essential element in its power of reasoning on quantity. Hence it cannot itself be presupposed in the idea of quantity, for to have the mathematical conception of quantity we must think of it as possessing certain properties. But when we do this, we find that the fundamental idea which underlies all our other conceptions of the properties of quantity is that of equality.

Prof. Jevons in his “Principles of Science” mentions the fact that the term *equality* has no less than four different scientific meanings. They are given as (1,) absolute equality, (2,) sub-equality, (3,) apparent equality, and (4,) probable equality. The first of these meanings is the one which expresses the essential idea of quantity in the math-

emational sense. But this idea of absolute equality has its basis in *apparent equality*. This is the kind of equality which belongs to the sphere of sense. "Two magnitudes are apparently equal which differ only by an imperceptible quantity." Out of the sensible and apparent equality of things has been developed the supersensible equality which enters into mathematical relations of quantity. Hence, to distinguish the particular kinds of relations of equality into which mathematical quantity alone is capable of entering, we have used in our definition the phrase, "*relations of absolute equality*."

If at any time what has been termed *intensive* quantity can be expressed in relations of absolute equality by the discovery of some fixed unit of measure, as in the case of the mechanical equivalent of heat, it then passes up from the sphere of qualitative thought to that of quantitative thought.

As the author of this article intends to embody the foregoing definition of quantity in a work intended for publication on the Logic of the Sciences, he will be obliged to any one who will show that this definition cannot stand the test of criticism.



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1. The spirit of inquiry; 2. Exactness or truthfulness; 3. The historical sense; 4. The sense of honor.

1. It is the too common habit of elders to repress, or try to repress, in children and young people, the spirit of inquiry which is natural to them, and to make them accept an answer, explanation or decision based on authority, instead of encouraging them to reach their own conclusion through adequate investigation. Linguistic studies foster, in both teachers and pupils, the inclination to rely on usage; mathematical studies cultivate the taste for logical demonstration; and scientific studies, of all the studies accessible for children, are best adapted to develop and train a just and genuine spirit of inquiry. Now, a daring spirit of investigation into the laws of nature, the customs and traditional opinions of society, the forms and processes of government, and the rules and results of trade, is characteristic of the times, and it is of the utmost importance that not only the few leaders of opinion, but the common people also, should understand what candid research is and implies. No adult who thinks at all can in these days help inhaling the pervading atmosphere of free inquiry, and every child should be early habituated to it. The teacher should seize every opportunity to make his pupils inquire, observe, and reason for themselves on every subject which can be brought within the range of their intelligence. He should use every means to restrict the appeal to authority, and to strengthen the habit of reasonable inquiry, and consequent determination for one's self. Even when enforcing that unhesitating obedience which is often necessary to the well-being of a school, the republican teacher should remember that submission to a law, the grounds of which are understood and accepted, makes citizens, but that submission to an arbitrary command from fear of punishment makes slaves.

2. Another very important habit which it is the duty of the teacher to inculcate is the habit of exactness or truthfulness of thought and speech. A great step has been made in this direction when a child has been taught that it is a hard thing to get at a fact, to prove a proposition, or to establish a truth. Very few adults have any idea how hard this process is in history, language, philosophy, æsthetics, natural science, or indeed any department of knowledge. It is a natural tendency in children and all uninstructed persons to accept unattested facts and unproved conclusions which happen to fall in with their preconceived notions or prejudices. This tendency it is the duty of the teacher to combat at every turn, and with it the similar tendency to generalize hastily from a few instances. All practice in exact observation and exact description cultivates truthfulness, and this

practice it should be the care of the conscientious teacher to provide. **It is** all-important that the teacher set an example of truthfulness. If he pretend to a knowledge which he does not possess, if he hesitate to **avow** on occasion his ignorance or his need of further study, if he be **loose** and slipshod in his own statements and descriptions, he must not **expect** to succeed in teaching the children who are exposed to his influence to be truthful. Perfect candor is an indispensable quality in a teacher. Children are very quick to detect any lack of this virtue in their instructors and governors ; indeed, like all inexperienced persons, they are prone to attribute deceitful conduct to honest people.

3. Again, it is the duty of the teacher to cultivate in his pupils from a very early age the sense that they are bound by indissoluble ties to past and to future generations ; that they cannot live to themselves alone ; that they belong not only to a family, but to a town, a State, and a nation ; and that they share in all the worth and wealth, and all the barbarism and misery of their race. Biographies, family histories, local monuments, grave-yards, town annals, public ceremonies and observances, and the social and political organization with which children come in contact, must be made the vehicles of these ideas of common interests, rights and duties. Children and young persons are naturally selfish, absorbed in the eager pursuit, from moment to moment, of what seems to them good at the instant, without thought of their relations to others. This supreme selfishness the cultivation of the historical sense tends to moderate and subdue.

4. Finally, the conscientious teacher ought to use every endeavor to implant in the minds of his pupils a nice sense of honor. This sentiment, which makes part of every fine or noble character, is at bottom a just sense of what is right, true, and generous ; but as applied to one's own conscience, it is nearly equivalent to self-respect. Attributed in times past only to the privileged few, it must become the possession of the many, if free institutions are to prove durable. That increased attention to the cultivation of this sentiment is needed in schools of all grades may be inferred from the deplorable state of student opinion in colleges concerning such dishonorable practices as presenting false excuses, signing deceitful statements in order to secure trivial or substantial advantages in violation of rules, answering falsely at roll-calls, and cheating at examinations. Young men who are guilty of these practices in the colleges of the Northern States, do not, in general, lose caste with their fellows thereby ; and yet college students are the selected products of American schools. It is said—and it is to be hoped truly said—that in Southern colleges a wholesomer condition of public opinion prevails. The means of cultivating this sense of

honor are chiefly these: In the first place, the conscientious teacher ought invariably to make profound distinction between dishonorable offences and those violations of necessary rules which may be inadmissible, indeed, but are not inherently vicious. It confounds all moral distinctions in the minds of his pupils if a teacher rebuke and punish lack of application, pranks, or noise in the same manner as lying and cheating. Secondly, the teacher should invariably express the utmost reprobation of dishonorable conduct. Thirdly, he should hold up for the admiration of his pupils the words and actions of men and women who have conspicuously exemplified the meaning and worth of honor. —*President Eliot.*

MENTAL FLEXIBILITY.

Nothing is more curious or more interesting to me than my observation of what may be called the lack of natural flexibility in the mental faculties.

It is true that a child's attention may be easily diverted from one thing to another. His eyes wander easily from one object to another, and his mind follows his eyes, not his eyes his mind. This is, however, only in the way of play or heedless and useless observation. His mind takes no grip of anything. It only poises for one instant on one thought, and then flies and poises on another, as a butterfly flits from flower to flower.

But in the matter of real study, of an attitude of the mind which lays hold of the subject, the main thing to be observed is that the untrained mind is stiff and not flexible. It seems to me that one of the principal aims of education should be the giving of flexibility, the "suppling," as the horse trainer would say, of all the mental powers.

To illustrate: Keep a class of children in mental arithmetic for two or three weeks in problems in addition. You will be surprised at their quickness and accuracy. Then suddenly start to work some day on subtraction, and although they may be quite as able to perform these examples as the others, yet there will be plainly visible for some days a sort of rheumatic stiffness, amounting the first day to almost an utter inability of motion.

Go on. Work on subtraction, and that alone, for two weeks, and then ask them for the prime factors of some numbers. You will again have an attack of rheumatism.

I am not speaking of children to whom these subjects are new, but of children, say from eight to ten, who can perform the operations re-

ferred to. The mind naturally has assumed a certain way of looking at the numbers, and has become stiffened as it were into that attitude. It experiences a violent shock after the constant work in addition, when it is "faced round" and required to take one number from another.

If one can use the expression, long disused muscles are set to work, and time is required that they may act smoothly. So we go on with the subtractive muscles till they are in good order, and we are highly delighted at the power of the class. When we call for factors, the whole machinery is thrown out of gear again, and our class has suddenly become "slow and stupid."

The trouble is that by such methods as these the class was not gaining "power" at all. It was gaining only "smartness," which is by no means the same thing.

I hold it is true first that the human mind as it comes into our hands as teachers, is naturally inclined to machine work—to inertia, to stiffness. If let alone it takes that form. I hold that it is our business as teachers to see to it that the mind is, to use a popular phrase, continually "limbered up." And I submit, in view of these premises, first, that a variety of studies is needful at one time and at all times—a little language, a little history, some natural science, some mathematics.

I maintain also that our arithmetics, as constructed, are faulty, and that our work in class in arithmetic ought to be constantly in the shape of miscellaneous exercises.

Do we not want to give the children the power of facility?

Is our best work not in the way of enabling the mind to turn easily and forcibly from one subject to another?

Then is it wise for us to keep a child for weeks and months on problems in addition alone, and then for other weeks and months on problems in subtraction, and so on through the whole arithmetic?

Ought not each day's lesson to be a varied exercise? And shall we not gain in this way a facility and a power of command of mental facility which is our highest triumph?

What should we think of a gymnastic teacher who should spend a month in exercising one muscle, and then dropping that altogether, turn his whole attention for another month to one other muscle?

And yet that is what we do, especially in arithmetic, and the result is that we get a set of graduates who are sure of nothing except for a month at a time, and a set of teachers who are discouraged because, as they say, the children don't remember in December what they learned in November.

Some of the profession avoid this discouragement by having an ex-

his knowledge of geography and history by giving a connected story on topics named. In grammar I have required him to correct false syntax and give his reasons for the corrections made.

In order that my plan may be fully understood, I submit the following lists which were given at the late examination for teachers' certificates held in the City of Pittsburgh, in the month of May :

LETTER WRITING.

(Penmanship to be marked upon this.)

Write a letter to a friend, informing her of the fact that you are teaching in the public schools. Give her an account of *your preparation for the work*, and the difficulties you met in obtaining your situation.

HISTORY.

Write an article on the United States, limiting yourself to the following points :

1. Her territorial growth.
2. Wars (not Indian), in which she has been engaged.
3. Treaties to which she has been a party.
4. Her progress in material prosperity.
5. Her Constitution.

GENERAL INFORMATION.

Write a short article on each of the following topics :

1. U. S. Weather Bureau.
2. Free Trade.
3. Strikes and Trades-Unions.

BUSINESS FORMS.

W. H. Jones paid Thomas Andrews \$383.74, which was the entire amount of his indebtedness to said Thomas Andrews. Write the necessary receipt.

Chas. Reisfar, Jr., desires to have an \$800 note discounted at the First National Bank of Pittsburgh for 90 days. Mark Lewis agrees to become his endorser. Prepare the note and draw a check for the proceeds, the rate of discount being 8 per cent.

Jno. T. Daniel bought of J. N. Smith, the following articles : 60 lbs. granulated sugar @ $10\frac{1}{2}$ c., 100 lbs. of crushed sugar @ 12c. ; 50 boxes candles, 143 lbs. @ 15c. ; 5 bags of Porto Rico Coffee, 150 lbs. @ $15\frac{1}{4}$ c. Make out bill for the above.

ARITHMETIC.

1. Write out such an explanation as you would give your pupils for inverting the terms of the divisor, in fractions.

2. A grocer sold flour which cost \$6 a barrel for \$7.80. If the flour had cost \$9 a barrel, what would it have been necessary to sell it for in order to make the same per cent. as when sold for \$7.80 per barrel?

3. If wool that cost \$0.60 per pound loses 45 per cent. in cleansing, at what price per pound must it be sold to gain $33\frac{1}{3}$ per cent. on the cost?

4. A commission merchant charged \$25.50 at $2\frac{1}{2}$ per cent. for selling 120 barrels of flour; what did he sell it at per barrel, and what did he pay over to the owner?

5. If a pipe 2 inches in diameter will fill a cistern in $20\frac{1}{4}$ minutes, how long will it take a pipe that is 3 inches in diameter?

6. When gold is 110 my salary in gold is \$1,785 in currency; what would it be worth in currency if gold were 115?

7. If in 16 days of 9 hours each, 9 bricklayers lay a wall 96 feet long, 21 feet high and $1\frac{1}{4}$ feet thick, in how many days of $11\frac{1}{4}$ hours each can 12 bricklayers lay a wall 126 feet long, 28 feet high and $1\frac{1}{2}$ feet thick.

8. If 10 bushels of wheat yield 2 barrels of flour, and a barrel of flour is 196 pounds, how many bushels of wheat will be required to make 3,332 pounds of flour?

9. A man sold 2 horses for \$250. On one he gained 25 per cent., on the other he lost 20 per cent.; did he gain or lose, and how much, if he received for the second $\frac{2}{3}$ as much as for the first?

10. Will I gain or lose, and how much, if I buy 112 shares of the stock of a Transportation Company, at 17 per cent. premium, and after receiving a dividend of 9 per cent., sell it at 8 per cent. less than it cost me?

GEOGRAPHY.

Write an article embodying the following topics:

1. Rainless districts—locate and account for.
2. The different water highways from St. Petersburg to Shanghai.
3. Tides—their cause and effect.
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ond, whether the dividend contains the order indicated by the denominator of the divisor. If the dividend contain such order, the successive orders of the quotient will be integral until the figure in that order is "brought down" and divided; when this is done, place the decimal point, and of course the order obtained from dividing the next order of the dividend will be tenths. The decimal point in the quotient should invariably be placed when its position in the quotient is reached in the process of dividing.

Problems:—

(1.) $.08459 \div .0015$.

Divide as if the terms were integral, observing that the successive orders of the quotient will be integral until the 5 in thousandths order of the dividend is "brought down" and divided; when this is done, place the point in the quotient, and of course the order obtained by the first division after the 9 is brought down will be tenths.

(2.) $45.004 \div .05$.

Divide as if the terms were integral, observing that the successive orders of the quotient will be integral until the 0 in hundredths place of the dividend is brought down and divided. Place the point and continue the division.

(3.) $.00625 \div .25$.

The pupil should think about thus: 25 hundredths into 0 hundredths, 0; hence the quotient contains no integral orders, and the next division gives tenths. 25 into 6, 0 (tenths); into 62, 2 (hundredths), etc.

(4.) $.10046 \div 25$.

The divisor is an integer. The dividend contains no integral part, hence the quotient will contain no integral orders, and the pupil should place the point in the quotient and think thus: 25 into .1, 0 (tenths); into .10, 0 (hundredths); into .100, 4 (thousandths); into .0004, 0 (ten-thousandths); etc.

(5.) $75 \div .08$.

The dividend is integral, the divisor decimal. Reduce the dividend to the denomination of the divisor, and the problem is $75.00 \div .08$. Divide as if the terms were integral, observing that the successive orders of the quotient will be integral until the 0 in hundredths order of the dividend is brought down and divided.

(6.) $2.15565 \div 1.05$.

105 hundredths into 215 hundredths, 2 (integer) with a remainder 5 hundredths; place the point in the quotient. 105 into 55, 0 (tenths); into 556, 5 (hundredths); etc.

(7.) $1 \div 2500$.

2500 into 1, 0 (integer); reduce the dividend to the next lower denomination, as in ordinary division, 2500 into 1.0 (ten-tenths), 0

(tenths) ; reduce the dividend to next lower denomination ; 2500 into 1.00 (one hundred hundredths), 0 hundredths ; reduce, and divide as before, etc. In all such problems, annex each decimal cipher as it is needed in the process of dividing, instead of annexing an indefinite number of ciphers.

Pupils may—and should—be so taught that they will know clearly the name of the order of each figure of the quotient as it is produced in the process of dividing.

I *know* that pupils taught by the methods I have here endeavored to outline, will handle decimal fractions with greater ease, confidence, and accuracy than those taught by the “Rule Method” of the books.

NOTES AND CRITICISMS.

“WHO” AND “WHAT.”

1. I do not know *who* is elected.
2. He asked *who* reported him.
3. He heard *who* was there.
4. Ask *who* are invited.
5. Learn *who* are present before you enter.
6. I know *what* you want.
7. He asked *what* was desired. .
8. See *what* he wants. .
9. Tell me *what* I shall do.

The italicized words in the above sentences, and others in similar construction are very troublesome to teachers.

Most teachers with whom I have conversed on the subject call them relative pronouns having an antecedent understood, while a few contend that they are interrogatives.

I am decidedly of the opinion that the latter view is the correct one.

If we supply an antecedent, which we must do if we call them relatives, it will in most cases change the meaning entirely.

“I do not know who is elected,” does not mean “I do not know the man who is elected,” nor “I do not know the name of the man who is elected ;” but it does mean “I do not know how to answer the question, ‘Who is elected ?’”

The subordinate clause, “Who is elected ?” is an interrogative clause, and is the object of the transitive verb “do know.”

The same reasoning applies to the sentence “I know what you want,” and to all the others. Let a person say to you, “I know what you want,” and you reply at once, “Well, what do I want ?”

This shows that the objective clause is interrogative.

Suppose the answer is "An apple." Substituting this in the sixth sentence and it would read, if we make "what" a relative "I know an apple which you want."

This certainly would not convey the idea intended, but the sentence, "I know that you want an apple" would convey it precisely.

It seems to me unnecessary to discuss the subject further. I will close this short article by advising those who are in doubt as to the proper construction of these words in similar sentences, to call them interrogatives and not relatives.—*L. G. Brock, in W. Va. Sch. Jour.*

LATIN PRONUNCIATION.

I ask space for a brief reply to "Teacher, St. Louis, Mo.," in the June number of the MONTHLY. That note is not likely to shake any one's faith, but the general introduction of the old Latin pronunciation into all our schools where Latin is taught is a reform so greatly to be desired that there cannot be too much said on the question; for in the end truth always wins. The reason why the English mode of pronunciation—and I might add Prof. Fisher's book—at present receives so little countenance is simply because it is absurd on its face. If a man should advertise a book which professed to explain a method for extracting sunbeams from cucumbers, would any sensible man feel obliged to read it in order to make up his mind upon the character of the author's claim? Whatever pronunciation the Romans in the classical period may have used, it is absolutely certain that it was not the English of the present; and the English has greatly varied in the last few centuries in nearly all of its elements. If we are to pronounce the ancient Latin like modern English, Dean Swift was after all not so far wrong when he wrote his "Discourse on the Antiquity of the English Tongue."

The English mode is not universal in England, as "Teacher" claims, though it greatly predominates. But if it were it would prove nothing. The conservatism of the great English schools and universities is well known. Very little physical science is to-day taught in them, yet no one would adduce this as an argument against its importance in modern life. The English mode is retained on traditional and pedagogical grounds, and not on scientific. It is worth while to remark, nevertheless, that the staunchest defenders in England of the so-called Roman mode, Roby, Munro, the Ellises, and others, are alumni of the old schools and universities.

"Teacher" seems to think uniformity can never be secured so long as,

there remain doubts upon some points in the old Roman pronunciation. Does he think it more likely to be secured on the basis of the English? To say nothing of continental Europe, we may rest assured that it will be no easy matter to persuade even a respectable majority of American teachers to embrace an error so palpable.

The fling at the members of the Spelling Reform Association is laughable. Does "Teacher" know so little of the standing of the leaders in that reform as to suppose that because they are in favor of a revision of English spelling, they are blind to the facts that bear on the correct pronunciation of Latin? or does he mean that they are so narrow minded as to refuse the English pronunciation of Latin its just due because it might interfere with a favorite project in English spelling? Let every one look at the list of names and estimate for himself the probability of the truth of either of these propositions. Intrinsically there is about as much connection between the two reforms, as between either and a reform of the civil service. On the other hand, it might well be claimed that if by means of a reform in Latin pronunciation, English spelling could be established on a basis of common sense, every teacher ought to favor it.

That the pronunciation of the Augustan age was substantially that recommended by Roby, Ellis, and others, is a matter that is almost beyond controversy; and it is not strange therefore that those who have examined the evidence and formed their conclusions should not be willing to hear it rehearsed again and again. This is the reason why the leading members of the Philological Association do not care to listen to any further defence of the English system. When two propositions by their very terms imply a contradiction, to prove the one true is equivalent to proving the other false. Whether, on pedagogical grounds, it is better to teach students of Latin to pronounce it in part conformably to their mother tongue, is a debatable question. To me the proper course is perfectly clear: let us be exactly right when that is possible; when not, let us be and teach as nearly right as possible.

CHAS. W. SUPER.

Ohio University.

THE COUNTY INSTITUTE.

In one of the papers read before the State Association, the county institute was very severely criticized. As one who is much indebted to the county institute, I wish to enter my protest against some of the statements therein made.

If the county institutes of the State are what Mr. Pollok thinks they

are, we, of Jefferson County, have been favored beyond our brethren, and simple justice to our instructors demands that something of the work in our county be told.

I have taught for six years and have attended the institute every year, being present the entire week each time. Instead of being tired, and glad when the end came the general feeling has been one of regret that we had only one week.

During the past six years we have had the following persons for instructors: T. C. Mendenhall, Miss H. L. Keeler, E. T. Tappan, Mrs. Case, E. E. White, J. W. Dowd, J. J. Burns, J. B. Peaslee. I bear testimony that these instructors did not drill us "for the ever-feared and never-ending examination." I think this list contains names that are well known beyond our own State as well as in it. I can not think that they did more for us than for the teachers of other counties where they have worked. I know that they honestly tried to give us good methods of teaching; that they spent almost the whole time in talking directly to the teachers about their work with and for the children; and if we have not profited by their instruction it is because we have not tried to practice the many good things which they gave us. I am sure a host of teachers in the State will echo my words and feel a thrill of gratitude as they recall these and others like them who have tried to help us upward.

As I have never been one of the "home talent" I can speak freely of them also. I remember but two or three who have spent the time otherwise than in giving methods of instruction, points in school management, etc. After what I have said you will see that the teachers who make most use of their note books are not to be picked out as the ones to be examined at the close of the week. Indeed some who take notes most carefully are not subject to the county examiners at all. The "real smart fellow" in our county usually comes in with the query box and as it is usually placed at the end of a session we escape a large part of his grammar and arithmetic.

Our citizens who attend during the day time find no change in the exercises for their pleasure or amusement. They come most frequently to the evening lectures which are intended for the public as well as the teachers.

In closing let me say, I do not suppose that Jefferson County has a better institute than the average. I do not think that our institute is faultless, or that we get all the good out of it that we ought to get. But I have spoken out of gratitude to our instructors, knowing that they do not at all need my defense, yet feeling impelled to give it.

E. M. N,

“AND.”

A writer in the *West Virginia School Journal* defends the use of the word “and” at the beginning of a sentence, and cites the following authorities: The Bible, Milton, Goldsmith, Hughes, Byron, Ruskin, Shakspeare, Sir Walter Scott, Longfellow, Spurgeon, Bacon, Mrs. Hemans, Beecher, Tennyson, Edward Everett, J. R. Lowell, O. W. Holmes, Will. M. Carleton, James Montgomery, Thomas Campbell, Chas. Sprague, Butler, and Dr. Nott.

ANSWERS TO QUERIES.

Q. 3, p. 290. “The axis of the earth is inclined $23\frac{1}{2}$ degrees *from* a perpendicular *to* the plane of its orbit.” “From” is a preposition; it shows the relation between “perpendicular” and “is inclined.” “To” is a preposition; it shows the relation between “plane” and “is inclined.”

W. D. DRAKE, Fitchville, O.

Q. 4, p. 290. “Light moves in straight lines and in all directions *from* the point of emission.” “From” is a preposition; it shows the relation between “point” and “moves.”

W. D. D.

Q. 5, p. 290. “They sold the farm *where* your mother lives.” “Where” is a conjunctive adverb of place; it modifies “lives,” and connects “your mother lives” to “they sold the farm.” “Where your mother lives” is an adjective element, and modifies “farm.”

W. D. D.

Q. 9, p. 290. “I know *who* stole the knife, but I do not know *him*.” “Who” is an interrogative pronoun; its antecedent is the name of the person spoken of, masculine gender, third person, singular number, nominative case, subject of the finite verb “stole.” “Him” is a personal pronoun, and has the same antecedent, gender, person, and number as “who;” objective case, object of the transitive verb “do know.” The meaning of the sentence evidently is “I know the answer to the question ‘who stole the knife,’ but I am not acquainted with the man.” Another meaning might be given to the sentence making “who” a relative but for brevity’s sake I forbear.

W. D. D.

Q. 3, p. 290. “*From*” is a preposition; it shows the relation between “perpendicular” and “is inclined.” “*To*” is a preposition; it shows the relation between “plane” and “is inclined.”

W. I. BRENIZER.

Q. 4, p. 290. “*From*” is a preposition; it shows the relation between “point” and “moves.”

W. I. B.

QUERIES.

1. What is meant by the "Ithuriel spear," mentioned by Dr. Williams in his Chautauqua paper? A. H. C.

Ithuriel, in Hebrew, *the discovery of God*, is the name which Milton gives to one of the two angels sent by Gabriel to search out and bring Satan, who had been reported as having entered Eden on an errand of evil to the newly-created pair. They found him,

"Squat like a toad, close at the ear of Eve,
Assaying by his develish art to reach
The organs of her fancy * * * * *
Him thus intent *Ithuriel with his spear*
Touched lightly; for no falsehood can endure
Touch of celestial temper, but returns
Of force to its own likeness: up he starts
Discovered and surprised."

—*Paradise Lost. Book IV. 810.*

2. In Von Holst's life of John C. Calhoun, [American Statesmen. Houghton, Mifflin & Co.] John Quincy Adams is quoted as saying of Calhoun, "What *has been done* and what *will be said* are the Jachin and Boaz of his argument." What did Mr. Adams mean by this? A. H. C.

Jachin and Boaz are the names of the two brazen pillars in the court of Solomon's Temple. (1 Kings, VII, 15-22.) Mr. Adams undoubtedly meant to say that Mr. Calhoun's conclusions and conduct were based mainly upon precedent and public opinion, and not upon principles of right; and he was probably justified in making the statement.

3. I am sometimes perplexed about the use of a preposition after the verb differ. Should I say, "I beg leave to differ *with* you," or "I beg leave to differ *from* you?" H. C.

The authorized usage is "differ with" in opinion, and "differ from" in appearance, age, complexion, size, etc. The only ground I see for this distinction is that there seems to be implied in the former an intercourse or a coming together of minds making difference of opinion or sentiment manifest.

4. What is the origin of the term "Brother Jonathan" as applied to the United States? G. B.

5. Were the daily sessions of the Constitutional Convention of 1787 opened with prayer? Franklin made a proposition to that effect, but the statement is made in McClintock and Strong's Biblical Cyclopedia [Vol. VIII., p. 1014, (1),] that "Benjamin Franklin could not succeed in having prayer offered in the convention that framed the Federal Constitution." Is this statement correct?

EDITORIAL DEPARTMENT.

ADA NORMAL TALK.

The teacher's authority in the matter of school government, or the right of the board of education to enact laws for the control of the school, is inferred from the statute law of the State, expressly declared by judicial decisions, and these rest upon universal custom which often makes the laws which courts only put into words.

The methods of any kind of government must, to be successful, be based upon the nature of the creature to be governed. Here in a meadow there are four colts. The owner desires to educate them into a useful team of horses. His success will depend upon his intimate knowledge of colt nature, and his skill in applying that knowledge to the task of training; that is, upon his theory and practice.

The beings that come under the teacher's control are very complex beings. They differ among themselves to such an extent that no two of the great host are exactly alike, yet there are certain almost universal traits which must condition all schemes of discipline and government. Let us write down some of them. Boys and girls are fond of novelty, but the new soon becomes old. They are fond of company, and do not yearn to "sit alone," either in the bodily or the intellectual sense. Their keenest eye is always open for a thing they call fun. They are short-sighted as to consequences, and more moved by the prospect of a whipping or a holiday, to-morrow, than of the penitentiary or the presidency thirty years hence.

Full of curiosity about things at hand and in sight, and incapable of long-sustained attention in matters where the interest is artificial, the depth of Boggs's Run in swimming time concerns the boys infinitely more than the depth of the Pacific Ocean.

Fond of approbation and having a keen sense of the wrong done when their meed of praise is withheld, they are keenly sensitive to ridicule and usually resentful under it; harm, therefore, is the usual result of the use of this agent.

They have a large capacity for faith and are usually ready to believe in and trust their teacher. That kicking horse must have been taught in some way that man is his enemy.

Children are sharp-eyed critics of shams and haters thereof.

They are perpetual motions, prone to fill idle hours full of something of their own devising. Which something is often rightly named mischief.

They have no ardent love for punishment.

These may be termed the essential qualities of childhood. The accidental ones must be studied individually.

One condition of a teacher's power over his pupils, which may aid him in bringing about an apparently self-governing school, is that all his methods shall be determined by an earnest sympathy with childhood and an intimate acquaintance with its essential and accidental qualities, combined with a lively sense of what he is about.

WORK AND PLAY.

The inaugural address of President Dowd before the Superintendents' Section of the State Association contains a deal of good sense with a spice of humor. If any of our readers have overlooked it, we advise them to look up the August number of the MONTHLY and give it a careful perusal. We are sure they will be well repaid. We are specially pleased with the hard raps which some of the "new education" theories receive at Mr. Dowd's hands. They are well-aimed and well-deserved. We most heartily approve every word of the address in regard to the modern demand for "variety," "new sensations," "something easy." The schools have a higher mission than the amusement or entertainment of the children. It is true, as Mr. Dowd says, that there should be pleasure in school work; but it should be the pleasure that comes from the vigorous exercise and healthy growth of the child's faculties, and not from the gratification of a morbid desire for "new sensations." The healthy growing child *enjoys* good bread and butter, and is better without the dyspepsia-producing sweet-meats and pastry.

Since the above was written, we have been reading "Pedagogics as a System," by Dr. Karl Rosenkranz. We quote a brief passage which has some bearing on this subject.—

"Work and play must be sharply distinguished from each other. If one has not respect for work as an important and substantial activity, he not only spoils play for his pupil, for this loses all its charm when deprived of the antithesis of an earnest, set task, but he undermines his respect for real existence. On the other hand, if he does not give him space, time, and opportunity, for play, he prevents the peculiarities of his pupil from developing freely through the exercise of his creative ingenuity. Play sends the pupil back refreshed to his work, since in play he forgets himself in his own way, while in work he is required to forget himself in a manner prescribed for him by another. * * * *

Work should never be treated as if it were play, nor play as if it were work. In general, the arts, the sciences, and productions, stand in this relation to each other: the accumulation of stores of knowledge is the recreation of the mind which is engaged in independent creation, and the practice of arts fills the same office to those whose work is to collect knowledge."

SCHOOL RULES.

A township clerk asks aid in preparing a system of Rules and Regulations for the government of schools. It is difficult to prepare rules of conduct without knowing the specific conditions to which they are to apply. It may be laid down as a general principle that school rules should be few, simple, and of general application. More valuable than rules in the government of a school or system of schools are the good sense and personal influence of the teacher. If these be wanting or meager no regulations which a board of education may adopt can supply the lack.

It is better, for the most part, to adopt a rule when the necessity arises, than to adopt beforehand a long code of rules, many of which may not be applicable, and some of which may prove a hindrance rather than a help. There is, however, a need of some scheme of rules and regulations in every system of schools, and the larger and the more complex the system the more extended and minute the regulations must be. We present the following, not as a com-

plete code to be adopted by any board of education, but as a suggestive model which may be expanded or abridged, or in any way modified to suit particular conditions. In its preparation we have drawn freely from regulations now in force in several localities, and have had township and village districts mainly in mind:

RULES AND REGULATIONS FOR THE PUBLIC SCHOOLS OF.....

1. The daily sessions of the schools shall be from 9 o'clock A. M. to 12 M., with a recess of ten minutes, and from 1½ o'clock P. M. to 4 P. M., with a recess of ten minutes.

2. Teachers shall be in attendance at their respective school rooms and open the same for the reception of pupils, at least twenty minutes before the time of the opening of school each morning and afternoon.

3. Teachers shall give their entire time to their appropriate school duties during school hours.

4. Teachers shall dismiss their schools promptly at the appointed time, but delinquent or disorderly pupils may be detained a reasonable time after the close of school, not to exceed one-half hour at noon, nor one hour after the close of the schools in the afternoon; during which time pupils so detained shall be subject to the same rules, discipline, and control of the teacher as during regular school hours.

5. The studies pursued and the text-books used shall be such, and such only, as are prescribed by the Board of Education.

6. Teachers shall have the immediate care of their respective school-rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall also take special pains to secure good order and neatness in their school-rooms, in the halls and about the school premises.

7. Teachers shall pay careful attention to the warming and ventilating of their school-rooms. In houses heated by stoves, they shall ventilate their rooms by lowering the upper sashes, taking special care, however, that children be not allowed to sit in currents of cold air. At recess, the teachers shall, in all cases, see that a proper supply of fresh air is admitted to the room.

8. It shall be a duty of the first importance, on the part of the teachers, to exercise constant supervision and care over the general conduct of their scholars; and they are especially enjoined to avail themselves of every opportunity to inculcate correct principles, and train pupils in good manners and habits.

9. Every scholar is required to attend school punctually and regularly; to conform to all the rules of the school; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language; to be clean and neat in attire, and to refrain entirely from the use of intoxicating drinks and tobacco.

10. Scholars habitually tardy or irregular in attendance, neglectful of their studies, disobedient, regardless of the rules of the school, or whose example and influence are injurious to the school, may be referred by the teacher—to the principal, superintendent, or Board—for advice, admonition, reprimand or suspension; and no scholar so referred shall resume his school duties until his case has been satisfactorily adjusted by the proper authority.

E. M. N., in the department of Notes and Criticisms, puts in a demurrer to Mr. Pollok's wholesale criticism of the county institute, in his paper read before the State Association. E. M. N. is herself a competent witness, and her testimony is to the point. Mr. Pollok's picture, evidently, was not drawn from E. M. N.'s point of view.

RATIONAL TRAINING IN LANGUAGE.

The time has come for the application of a little common sense to the matter of education. Nothing could be more irrational than the stereotyped methods of training in our own language. To beget in our pupils the ability to speak and write good English we condemn them to weary months and years of memorizing grammatical definitions, rules, notes and exceptions, to be applied in the analysis and parsing of knotty sentences, and finding them still unable to write a passable letter or composition, we compel them to memorize dreary pages of definitions and rules concerning invention, style, taste, rhetorical figures, etc., with results about the same as before.

A child learns to walk by walking; a boy learns to skate, not by a profound study of the principles of gravitation and motion, but by buckling on his skates and striking out upon the ice. He gets a few thumps it may be, but in a short time he is able to perform with ease and grace evolutions which the most profound scientist, unpracticed, would not dare to attempt. And so it is that from infancy to manhood, the child is constantly learning to do with ease and skill things in themselves quite difficult. The secret of it all is practice. The acquisition of skill in the use of language is no exception. Right practice in speaking and writing is the only rational method of acquiring the ability to use good English. A closer and more intelligent following of nature's methods of child-training would greatly enhance the efficiency and usefulness of our schools.

THE INSTITUTES.

Commissioner De Wolf writes that he has visited four or five institutes a week for several weeks past, and finds them marked by exceptional enterprise and large membership. The officers seem to have taken special pains in the selection of instructors, aiming in all cases to choose the best. An earnest, progressive spirit prevails everywhere. Many counties have already formed professional reading circles. Meigs County has the honor of leading off, being the first to organize under the Board of Control appointed by the State Association. We are rejoiced at the interest manifested in this movement. It is one of the encouraging signs of the times. Ohio teachers are alive to their opportunities and responsibilities; and in this there is more of promise than in all the school legislation of a century.

The Commissioner adds that one of the most earnest and thoughtful bodies of teachers he has met this year was at Wilberforce College, near Xenia, where the colored teachers were gathered from several counties in Ohio, including a delegation from Cincinnati. There were also a number in attendance from Indiana and Kentucky. There are no more effective and earnest workers in the cause than Rev. — Arnett, Prest. Lee, Prof. Clarke, and others connected with the college.

How great the change! It is but a few years since it was a crime in some parts of this free country to teach a child with a dark skin to read. We should thank God and take courage.

We are indebted to Commissioner DeWolf for a copy of the Twenty-Ninth Annual Report of the State Commissioner of Common Schools, for the school year ending August 31st, 1882. It contains the usual statistics, the Commissioner's discussion of important educational topics, examination questions, &c., together with the Ohio School Laws, as amended up to April 19th, 1883, accompanied by general statutes, Supreme Court decisions, and explanatory notes, bearing on the management of schools and school property. The explanatory notes are very full and clear, forming a most excellent guide to school officers in the discharge of their duties. The volume as a whole is a very valuable document.

The force of one passage in Dr. Williams's paper on Higher Education (August number, p. 374) is destroyed by the change of one letter. The manuscript had "educare," but the proof-reader made it "educere."

In the same paper, near the middle of page 376, "nominal results" should read "normal results."

Vacation is over. School begins. We wish all of our readers a successful and happy year of work.

A few days' delay in the mailing of this number has been caused by our attendance at institutes.

EDUCATIONAL INTELLIGENCE.

—Edwin Alden & Bro.'s American Newspaper Catalog contains a list of 12,158 periodicals published in the United States and Canadas.

—*The Springfield (Mo.) Leader* reports an interesting and profitable institute in session at that place, under the instruction of Professors Richardson, Roulet, Escott and Hunter.

—The last catalog of Ohio Wesleyan University contains the names of 783 different students, distributed as follows: Collegiate department, 302; Academic department, 426; department of music and art, 55. Gentlemen, 465; ladies, 318.

—The Savannah Academy, at Savannah, O., opens its Fall term September 4, with the following corps of teachers: William Wallace, A. M., Principal, and instructor in languages and natural science; Mack H. Wallace, instructor in mathematics and English; Edith W. Kelly, instructor in music and German.

—The Licking County Teachers' Institute closed its annual session of two weeks Aug. 10. A. B. Johnson and W. H. Cole were the instructors. An interesting and profitable time was had. Oliver Larason, Hebron, George Iden, Newark, and D. H. Painter, Fallsburg, constitute the executive committee for the ensuing year.

—Columbia College, after a protracted contest, opened wide her doors, so that women might be admitted to the same classes and receive the same degrees as men. But the entrance examinations have passed, and not a woman applied for admission. Some of those who were most active in the contest begin to wonder what it was all about.

—We had a delightful time at the Jefferson County Institute, which was held in Toronto the last week of August. We never met a more intelligent and earnest body of teachers in an institute. The veterans and the novices seemed filled with the same spirit. We regret that we have neither time nor space for an extended report.

—The Carroll County Institute was held at Carrollton for one week, beginning Aug. 13. W. A. Rowlen presided and Allen Cook acted as Secretary. J. J. Burns was chief instructor. Our informant says the work was carried on with great interest and enthusiasm. The next session of the institute will be held at Harlem Springs, with John R. Steeves, president, and G. E. Coleman, secretary.

—We spent a day in the Portage County Institute, at Ravenna, held the week beginning August 6. We found a large body of earnest teachers attending upon the instruction of Brothers Moulton, Campbell and Morris. Of those in attendance, but one was present at an institute we helped to conduct in the same county nine or ten years ago.

—Chauncey N. Pond, corresponding secretary of the Ohio Sunday School Union announces a Sunday-school institute and convention for the seventeen north-eastern counties of Ohio, to be held at Geneva, Sept. 18-20. Sunday schools in that section are invited to send delegates. Geneva offers entertainment for all. Able speakers are expected.

—The Madison County Institute was held at London, the week beginning Aug. 6, with J. W. MacKinnon, F. B. Pearson, and J. W. Sleppey as instructors. A large attendance of the teachers shows their interest in the work. N. W. Bates, C. C. Gordon and Miss Clara Slagle constitute the executive committee for the ensuing year. J. W. MacKinnon is president, C. L. Hesser and Miss Lora Chenoweth vice-presidents, Miss Lizzie Fisher and Moses Robbins, secretaries.

—The Shelby County Institute closed its session at Sidney, August 10. There was a good attendance and good interest. The local papers speak in the highest terms of the work done by the instructors, Supt. C. W. Bennett, of Piqua, and Prin. G. S. Harter, of the Sidney high school. The officers for the ensuing year are as follows: President, W. H. Thompson; Vice-President, Rachel McVey; Secretary, A. F. Tabler; Treasurer, Mattie Russell; Executive Committee, M. F. Hussey, James Flinn and A. W. Gamble.

—The American Library Association, formed in Philadelphia in 1876, is proving an efficient auxiliary in the work of popular education. It proposes to publish from time to time hand-books of the best reading on various subjects, with short explanatory and critical notes. Membership in the Association may be secured by sending two dollars to the Secretary, Melvil Dewey, Madison Av. and 49th St., New York. The success and usefulness of this Association has moved Great Britain to found a similar society.

—The annual meeting of the Crawford County Teachers' Association was held at New Washington, Aug. 13-18. The instructors were Superintendents Alston Ellis, of Sandusky, and J. A. Chilson, of Lexington. The work of the instructors was thorough and practical, and much appreciated by the teachers

and others present. The papers presented were: "The Teachers' Language in the School Room," by Miss Delia Clymer, of Bucyrus; "Education and Government," by F. P. Shumaker, of Galion. The papers contained many good practical thoughts which were clearly presented and well received by the Association. Miss Dora Chambers, of New Washington, gave an interesting class recitation, showing her method of teaching primary reading. The attendance at the sessions of the Association was good. One hundred and three teachers were enrolled. Much interest was manifested in the work, and all who were present seemed to think the meeting an enjoyable and profitable one. The following officers were elected for the ensuing year: President, J. F. Kimmerline, of New Washington; Secretary, Miss Ella Campbell, of Galion; Treasurer, Mr. — Sawyer, of New Washington. S.

—The Meigs County Institute was held at Middleport, beginning July 16, and continuing two weeks. Dr. J. Mickleborough and Prof. John Patterson had been engaged as instructors for the first week, with the expectation that home talent would be employed the second week; but when it was known that Dr. Mickleborough could remain, the teachers, by a unanimous vote, requested him to do so, agreeing to pay an additional tuition fee sufficient to meet the expense. The interest was well sustained throughout the session. The enrollment was 153.

Meigs County teachers are wide awake. At the close of the exercises, July 26, Dr. Mickleborough was called to the chair, and Charles Nease was chosen secretary, the object being to form a Reading Circle, in accordance with the plan proposed by the Ohio Teachers' Association. After a statement of the plan by the chair and some general discussion of the matter, a county organization was effected by the election of the following officers: President, Prof. C. T. Coats; Vice-Presidents, Mrs. H. B. Scott and Mrs. Carrie Batie; Secretary, Chas. Nease; Treasurer, T. C. Flanegin. 102 members were enrolled. Put Meigs County down as the first to take up with this great movement. N.

—The Huron County Institute was held at New London, the week beginning Aug. 13. J. L. Young, of Fitchville, presided, and Fannie J. Hotchkiss, of Monroeville, acted as secretary. The instructors were W. R. Comings, of Norwalk, and Samuel Findley, of Akron. There was a fine body of teachers in attendance. The officers for the ensuing year are as follows: President, J. L. Young, of Fitchville; Secretary, Miss Clara Johnson, of Olena; Executive Committee, E. H. Webb, of North Fairfield, W. D. Drake, of Fitchville, G. T. Whitney, of New London, Miss Dooley, of Norwalk, and J. L. Young, of Fitchville.

The executive committee was instructed to prepare a course of study for the schools of the county.

A special committee on the "OHIO TEACHERS' READING CLUB" made the following report which was unanimously adopted:

We recommend—1. That the teacher in each sub-district organize a weekly reading circle of the young people and others to take up the literary and historical course of reading recommended by the Ohio Teachers' Association, together with such other reading as can be made of interest and value to the members.

2. That the superintendents at Bellevue, Monroeville, Norwalk, Wakeman

Fairfield, New London, and Plymouth call meetings of the teachers in their respective sections of the county, on the second Saturday of September, for the organization of reading clubs to meet monthly for the review and discussion of the course of reading recommended by the Ohio Teachers' Association.

3. That the person designated for that purpose by the State Board of Control call a meeting of the members of the section organizations to form a county society for such work as may seem necessary to carry out fully the plans of the State Association.

PERSONAL.

—John R. Sherman has been elected principal of the Milan schools.

—F. R. Porter continues in charge of the schools at Pennesville, O.

—A. L. Girard, of Ada, has been chosen principal of the Enon schools.

—A. J. Surface of Ironton, takes charge of the schools of East Liverpool.

—F. G. Lee exchanges Plymouth for Belleville, both in Richland County.

—E. T. Hartley, of Fostoria, is to superintend the schools of Lincoln, Neb. the coming year.

—C. F. Palmer, of Eaton, O., succeeds Joseph Rea as superintendent of schools at Dresden.

—J. L. Hunt, of Sabina, takes charge of the grammar department of the Germantown schools.

—J. M. Yarnell, of Cambridge, succeeds W. D. Gibson as superintendent of the Coshocton schools.

—C. S. Wheaton succeeds J. W. Shawhan in charge of the schools at St. Mary's, Auglaize County.

—F. G. Steele has been elected teacher of writing, drawing, and book-keeping in the Akron schools.

—Miss Nellie S. McDonald, of Salem, has been appointed to a position in the Norwalk high school.

—D. A. Haylor, of Perrysburg, goes to Bryan, and J. H. Scott, of Wauseon, succeeds him at Perrysburg.

—Allen Cook, of Carroll County, will have charge of the schools at Grand Rapids, Wood Co., for the coming year.

—O. T. Corson has been re-elected superintendent of schools at Camden, Preble County, at an increased salary.

—D. S. Ferguson has an engagement to teach at New Lexington, Perry County, for three years. Salary, \$800.

—Dr. E. T. Tappan, of Gambier, has been nominated for the Legislature by the Republicans of Knox County. Would that we could have a Legislature composed of such men.

—Sylvester D. Scovel, D. D., pastor of the First Presbyterian Church, Pittsburgh, has been chosen to succeed Dr. Taylor as president of Wooster University, with salary fixed at \$5,500.

—J. J. Burns, associate editor of this journal, has recently declined the principalship of the West Virginia Normal school, at Fairmount. The foreign demand for the Ohio schoolmaster continues.

—M. S. Campbell, Principal of the Rayen High School, Youngstown, O., has been called to the principalship of the Central High School, Cleveland. A good man and an important place.

—E. D. Wigton has been elected at Loudonville, for a term of two years, at a salary of \$100 per month. He has also received an appointment on the Board of School Examiners for Ashland County.

—C. J. Albert, Germantown, O., wisely concludes that it is not good for a schoolmaster to be alone. The cards read: "Mr. C. J. Albert. Miss Lillie Pauley. Married, Thursday, August twenty-third, Germantown, O. 1883."

—Israel P. Hole, who retired from the superintendency of the Akron schools in 1868, is now conducting an academy at Damascus, O., eight miles east of Alliance. Students who attend this institution will be in good hands.

—J. H. Phillips has resigned the principalship of the Gallipolis high school to take the superintendency of the public schools of Birmingham, Alabama. The demand for Ohio schoolmasters continues, but the supply is ample.

—Miss Cassie A. Reamer, who has been assistant teacher in the Massillon high school for a number of years, has been elected principal of the Ladies' Department in Hillsdale College, Mich., where she enters upon her labors at once.

—Joseph Welty has served as superintendent of the schools of New Philadelphia for twenty-four years, and has been re-elected. Very few schoolmasters attain the distinction of serving a quarter of a century in the same position.

—J. B. Cash, for the past year principal of one of the Marietta schools, has been elected principal of the high school at Atchison, Kansas. Salary, \$1,000. The foreign demand for Ohio teachers continues, and the supply is fully equal to the demand.

—Miss Martha J. Leslie, principal of one of the Steubenville schools, is now in her thirty-first year of continuous teaching in the Steubenville schools. She has taught in every department, from primary to high school. Her vivacity and vigor seem sufficient for at least another decade.

—William Hoover, of Dayton, has been unanimously elected mathematical professor in the Ohio University, at Athens, and begins his work there at the opening of the college year. We congratulate Mr. Hoover on his well-merited promotion. The position to which he is called is one for which he has peculiar fitness. He succeeds Prof. Devol, who goes to a corresponding position in Kenyon College.

—Frank P. Davidson has resigned the principalship of the North School, Springfield, O., to accept the principalship of the Normal Department of Wittenberg College. In accepting his resignation, the Board of Education bears testimony to the faithfulness and efficiency of his services extending through a term of many years.

—H. T. Sudduth has been chosen President of the Fayette Normal and Business College and professor of Rhetoric, English Literature, History, Mental Science and Pedagogics. Prof. Sudduth spent last year in study at Johns Hopkins University. His varied attainments and experience give him rare fitness for his new position.

—P. W. Search will begin his work as superintendent of schools at Sidney, under most favorable auspices, as the following card received recently will testify:

"Married; Preston W. Search, Madge S. Fitzgerald, August first, at West Milton, Ohio.

Mr. and Mrs. P. W. Search, at home, after September first, Sidney, O."

The home and the school—may love reign supreme in both.

BOOK NOTICES.

Essentials of Geometry. By A. H. Welsh, A. M., late Professor of Mathematics, Buchtel College, Author of Development of English Literature and Language. Crown 8vo, cloth. Chicago: S. C. Griggs & Co. Retail price, \$1.50. Specimen copy for examination, \$1.00.

The pupil is led to discriminate at the outset between the "invisible entities" of Geometry and their visible representation. The definitions are concise and clear, and are introduced only when required for use; the demonstrations are direct and simple, yet sufficiently rigid; original work for the pupil is varied and practical; and suggestive remarks and queries are interspersed to direct the pupil to the wisest expenditure of his efforts. The distinctness of the diagrams and the simplicity of the notation employed are commendable features. We are impressed that the book is one that will bear the test of the class-room.

A Hand-Book of Mythology. By S. A. Edwards, Teacher of Mythology in the Philadelphia Girls' Normal School. Philadelphia: Eldredge & Bro. Price, \$1.15. To teachers for examination, 75 cents.

Some knowledge of the ancient myths and fables is needed by every reader of current literature. In the names of the ancient gods and heroes and the stories of their deeds is wrapped up much of the primitive thought of mankind. Mythology is the record of what the ancients thought about what they saw and heard and experienced. This book contains brief sketches of the chief deities of the old Greeks and Romans, their worship and festivals, and some account of Egyptian, Assyrian, Persian, Hindu, Scandinavian, Druid, and American mythology. There is a copious index.

A New Method of English Analysis. By Chas. P. Curd, A. M., Instructor in Latin and English Literature, Smith Academy, Washington University. St. Louis: American School Book Co.

This book deals exclusively with the English sentence and presupposes a knowledge of grammar. We discover nothing about it to warrant the distinctive title "New Method."

Development Lessons, for Teachers, on Size, Form, Place, Plants, and Insects. By Esmond V. De Graff, Supt. Schools, Patterson, N. J., conductor of Teachers' Institutes, author of *School-room Guide*, etc., and Margaret K. Smith, a graduate of the Oswego State Normal School, New York. Illustrated. New York: A. Lovell & Co.

We are greatly pleased with this book. Every teacher who has any desire to be a teacher should have it. Besides the excellent series of "development lessons," it contains a detailed account of Quincy School work compiled from various conversations and lectures of Col. Parker, lectures by Prof. De Graff on the Science and Art of Teaching, a chapter on School Discipline, and an abstract of Charles Francis Adams's paper on "The New Departure in the Common Schools of Quincy."

The Sixth Reader, of the Popular Series. By Marcius Wilson. Philadelphia: J. B. Lippincott & Co. 1883.

This book would bear a more pretentious title. Part I, covering nearly 100 pages, contains principles and exercises in elocution and rhetoric. The remaining 440 pages contain biographical sketches of nearly fifty standard authors, with selections from each, and a variety of miscellaneous selections. The book would serve well the double purpose of a higher reader and a handbook of English literature.

Smith & Gleason's Arithmetical Drill Cards are an ingenious device by means of which any number of examples in addition, subtraction, multiplication and division may be furnished to a large number of pupils in the shortest possible time. There are three sets of sixty cards, each put up in a neat box, and in each box is a key which enables the teacher to verify the pupil's work almost instantaneously. They are well calculated to save the teacher much drudgery, and to give pupils rapidity and accuracy in the fundamental operations of arithmetic. J. Newton Smith, 853 Broadway, New York.

How Not to Teach, Revised and Enlarged, with *The Way to Teach*, and a short series of Number lessons. Also Test Problems for Review Exercises. By Wm. M. Griffin, A. M., Principal of the Training School, Newark, N. J. A. S. Barnes & Co.; New York and Chicago. Fourth Edition.

The author has brought together in a neat little book the more important criticisms he has made from time to time, in the course of his work, in training inexperienced teachers. The reader is liable to get "hit," but none too hard. Many of the points are suggestive and helpful.

A Drill-book in Algebra: Exercises for Class Drill and Review. By Marshall Livingston Perrin, A. M. Philadelphia: J. B. Lippincott & Co.

The title of this book indicates its character. The problems which are not original have been drawn from German, French, and English sources,—none have been taken from American authors. The teachers' edition has the answers at the end. The scholars' edition is designed to supplement any ordinary text-book in Algebra.

Grammaire Francaise Pratique a l'usage des Americains, par J. H. Wornan, Ph. D., et A. De Rougemont, B. A. Premiere partie. A. S. Barnes & Co.: New York and Chicago.

"The essentials of French grammar for English speaking students," is what is claimed for this book. After the introduction every word is French. It is based on the same principles of the natural method which underlie the other books of the authors' "Modern Language Series." Good paper, clear type, and neat binding combine to make a handsome book.

Brief History of Greece: with Readings from Prominent Greek Historians. A. S. Barnes & Co.: New York and Chicago.

Brief sketches of political history, civilization, manners and customs, are followed by choice selections from Goldsmith, Curtius, Grote, Macaulay, Gillies, and other eminent Greek historians. Maps and illustrations are interspersed. The book will serve well as an attractive introduction to a more extended study of the history of a people "whose literature still inspires the world, and whose influence on the thought and feeling of the world will endure for ages to come."

SEPTEMBER MAGAZINES.

The Century has for a frontispiece a beautiful portrait of Robert Burns, and, in "A Burns Pilgrimage," an American traveller describes a visit to the Burns cottage in the parish of Ayr. The second installment of "The Breadwinners," the Cleveland novel begun in the August number, does not reveal its author. We notice that Supt. Hinsdale is mentioned among others in connection with its authorship. In the department of Open Letters, Charles Barnard gives a very vivid description of what he calls "the Massachusetts Experiment in Education," which teachers would do well to read. The Century Company, New York.

The Popular Science Monthly has, as usual, a rich and varied table of contents. "Insanity, by One who has been Insane," "Our Marriage and Divorce Laws," "How the Earth was Peopled," "The Remedies of Nature," and "Insects and Disease" are among the leading articles. The editor has his whack at what he calls "the Dead-language Superstition," taking occasion from the recent address of Charles Francis Adams. New York: D. Appleton & Co.

The North American Review has eight ably written articles on important subjects, none of which will probably interest the general reader more than Richard Grant White's "Class Distinctions in the United States," in which he holds up to ridicule and scorn the coarse display and pretense so often seen in those to whom a "corner" in lard or the striking of "ile" has given sudden wealth. The brilliant and elegantly dressed woman in a Broadway car, notwithstanding the fine feathers, revealed the nest in which she had been hatched, when she recognized an acquaintance with "The land! Deoo tell, ef'taint yeoo!" New York: No. 30 Lafayette Place.

The Atlantic Monthly has a delightful variety of story and verse, travel and criticism, book reviews, etc. In "Our Nominating Machines" George Walton Green exposes the tricks of the political managers in large cities. "Two Journalists" is a review of Parke Godwin's Biography of William Cullen Bryant, and the Autobiography of Thurlow Weed, in which a good deal of political history comes to light. "The Contributor's Club" is full of spice. Boston: Houghton, Mifflin and Company.

Education has just completed its third volume. The July-August number contains a good variety of well-written articles, two of which, "A True Order of Studies in Primary Instruction," and "Mothers as Educators," are continued from last number. J. M. Long, University of Mississippi, a valued contributor to the EDUCATIONAL MONTHLY, has an article on "The Nature of Mind."

—THE—

Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

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Number 10.

SCIENCE IN THE COMMON SCHOOL.

On the walls of a certain picture gallery in the Old World, hangs a painting, which, no less by its powerful limning, than by the subject it represents, arrests instantly the attention of every passer-by. It portrays a young man engaged in a game of chess—his antagonist, a horrid and sulphurous devil—the stake for which they play, a human soul. Substitute, in place of this grinning fiend, a calm, impassive angel, devoid of sympathy, but at the same time devoid of prejudice or passion—who makes no allowance for ignorance, feels no compassion for mistakes—who plays the game through till the final check-mate is given, with the same imperturbable stolidity, the same automatic precision—and we have, I think, no very unfair picture of human life, considered in its physical aspects alone, and in regard to the never-ending conflict with humanity on the one hand, and the laws of Matter and Force upon the other. If I have borrowed this illustration from one of our greatest living scientists, it is because it illustrates so much more forcibly than any conception of my own could do, the fact which meets us at every turn, from which there is no escape, of the utter unswervingness, the rigid inflexibility, of the laws which dominate the physical world. Each of us, man or woman, individual

or nation, living or dead, has been, or is now, engaged in this conflict. Though the player on the other side be hidden from us, though we grope in darkness, if so be we may but touch the hem of His garment, though we dispute the laws laid down, and struggle frantically and blindly to escape the inevitable result, yet the game goes on. Ignorance does not extenuate, mistakes may not be corrected. Nature's laws, by which we mean the operations at work in the material cosmos, are as noiseless, yet as merciless, in their action, as a steel machine. Education is nothing more nor less than the right learning of these laws, and by just as much as an individual comprehends, and, comprehending, obeys them, by just so much are we justified in calling that individual educated.

In the words of Huxley, "That man, I think, has had a liberal education, who has been so trained in youth, that his body is the ready servant of his will, and does with ease and pleasure, all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth, working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers, as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of Art, to hate all vileness, and to respect others as himself."

But, in the present state of our pedagogical system, where is such an education to be had? Not in our preparatory and high schools; not even—with a few shining exceptions—in our colleges and universities. The average American pupil, who leaves the common school at the age of eighteen or twenty, to face the battle of life, has as little idea of the armor he must don, or the weapons he must wield, as Ajax or Achilles had of the mysteries of the needle-gun. He may be able to extract the cube root of a surd to within one ten-billionth, and yet not know the essential difference between tartaric and sulphuric acid. He may be able to analyze the most complex and involved sentence that Robert Browning ever wrote, and yet be profoundly ignorant whether silicate or sandstone best favors the growth of wheat.

Nor does the evil stop here, or the ignorance cease with added years. I take it for granted that I am addressing an audience of more than average cultivation, and yet I dare assert, that with the exception of the few who may have received a special medical education, there is not one in ten who knows the absolute necessity for the aeration of

the blood, or is aware of the intimate correlation between the muscular power and nervous action. And if the shepherds know not this, what shall the sheep do, which follow them? And yet these are facts which meet us at the very threshold of being, and on our knowledge or ignorance of which depends in many cases our life or death. Does it not behoove us then to understand these laws, to know these facts, and that, not when the knowledge comes too late, not when the Nemesis of a violated law is upon our track, but in such ample time, that knowledge shall save, and obedience prolong our life? And where, if not in the primary school, is the proper place for this instruction?

Let me briefly answer here some objections which may arise to the views which I advance; the first one being, that it is impossible to teach a young child anything about Natural Science. Is it? You teach him the alphabet, you force him to learn the (to him) unmeaning jargon of long lists of polysyllabic words with their analyses and definitions, or the still more unmeaning croon of column after column of the multiplication table, and can you not teach him the simpler facts that fire will burn, and water drown, with their accompanying reasons and modifications? In fact, the very first questions which mark the budding of the child's intellect, are just such as comprehend natural phenomena. "What makes the sun rise and set?" "Where do the winds and clouds come from?" "What makes the earth crack open when it is dry?" These, and a thousand similar questions, are asked by children every day, and if the child finally grows too phlegmatic to feel further interest in such subjects, the blame lies with those who have repressed his childish questioning, and stifled the growing thirst for knowledge. "But," says another objector, "common sense and experience will teach him these things." I have but little fear of being misunderstood by any thinker, when I assert that common sense is but another name for common ignorance. (I think some other writer has made that assertion before me, but if so, it only adds to it confirmatory weight.) Common sense taught the priests of the Italian Inquisition that the earth was flat and stationary, and Galileo languished in prison. Common sense taught the solons of our own Congress that electricity could never "put a girdle round the earth in forty minutes," and Morse was derided as a madman. Scientific sense must supplement common sense, or rather, common sense must be educated till it becomes scientific sense. As to waiting till experience teaches him, as well might you expect or allow him to test the active qualities of arsenic or strychnine by actual experiment upon himself. Experience is too bitter a teacher, for any one to wish to go to school to her, unless through sheer necessity.

Experience taught the people of Europe in the sixteenth century, that narrow streets, crowded with wooden tenement houses, and reeking with filth and garbage, were contrary to Nature's laws, but they did not learn the lesson, till, as the price of their tuition, they paid to her avenging tutors, called by men fire and plague, millions of dollars worth of property, and hundreds of thousands of human lives. "But," again it is objected, "we have no time for these things. Reading, writing, arithmetic, grammar, geography,—these he must learn; when, then, are we to find time to teach him, even if he could comprehend them, the more abstruse sciences of chemistry, natural philosophy, botany, &c.?" Our answer is, teach them the same way, and to the same amount as, or we would even be content with less than, the others. Because you cannot carry a child through trigonometry, conic sections and the calculus, will you therefore teach him no mathematics at all? Because he has not time to master rhetoric, with its tropes, hyperboles and apostrophes, is it therefore not worth while that he should learn how to write an ordinary business letter correctly? Teach him one fact a day, which can be done in fifteen minutes, and by the time he leaves school, he will have such a basis of scientific knowledge and wealth as no money can supply.

But here again may arise a question, which, to us as a nation whose god is said to be the almighty dollar, is perhaps the most potential of all. "Of what *practical* benefit will this scientific education be? Will it beat ten per cent.?" We have no hesitation in saying, it will. It is true now, and will be still truer in the future, that he who, in the struggle for existence, can bring to the aid of his natural shrewdness, an accurate knowledge of physical phenomena, who can bind Nature to his side, as an unwearying, unfaltering ally, who can supplement his own weak strength by the gigantic powers of Matter and of Force, will, of necessity, surpass his more feeble competitor. Gunpowder, steam, electricity, are but modifications of Force derived from Nature by man, and wisely used to his own advantage: and within her invisible storehouse she holds millions more, waiting for him who shall have the courage to seek and the knowledge to apply them.

Such are some of the reasons, imperfectly stated, why we advocate the study of science in our common schools. As to the how and when, that can perhaps be best governed by circumstances, but I would suggest, that if, instead of the vapid "rhetorical exercises" (so called) which cling as a fungus-like excrescence to so many of our schools, an hour's talk on some familiar scientific subject were substituted, the gain would be invaluable. The question may be asked, "What branches of natural science would you teach, and in what

order?" As to the order, that perhaps is immaterial, as it is the facts, and the deductions from these facts alone, which we propose to teach. As to what branches, I should answer, physiology and anatomy by all means, the prominent laws of hygiene, the fundamental facts of physical geography, or knowledge of the earth, not simply as confined to its surface, but as to the winds, tides, rain-falls, changes of seasons, diversities of climate, and kindred phenomena; some of the elementary principles of the structure of plants, their germination, growth and decay; somewhat of natural philosophy, as embracing the mechanical powers, optics, acoustics, hydraulics, &c., not neglecting the lower strata of chemistry, geology and biology. One word more, to correct any possible misapprehension which may arise in regard to the term, scientific instruction, by which we do not mean to imply the drilling into the pupil's head, by rote, the technical phraseology or terminology of any particular science, but imbuing his mind with the prominent facts, supplemented by the necessary deductions and corollaries therefrom, and that in the simplest and plainest language possible. Show him, for instance, the beauty and order manifested in the simplest flower, without bewildering him as to whether it is endogenous or exogenous, monocotyledon, or diocotyledon, with a placentated corolla or not. There is a wide difference between teaching the facts of a science as instruction, and teaching it systematically as knowledge. The former is within reach of us all, and may with advantage be taught to the youngest child: the latter can be gained only in after life.

The foregoing article came to us from Dr. E. E. White, accompanied by the following note:

DEAR DR. FINDLEY:—In looking over my papers to-day I found the enclosed excellent paper, which came into my hands when I was editing the MONTHLY, or about the time it was transferred to Dr. Henkle. It is worthy of seeing the light in print. I do not recall the author, but judge that it was written by Prof. S. A. Norton, now of the Ohio State University.

E. E. WHITE.

TRAINING TO SEE, HEAR AND REMEMBER.

BY E. C. HEWITT.

In a former paper, we made some suggestions about training the sight to see things outside of the school-room. Let us now suggest

some exercises for training the same sense in dealing with things in the school-room.

Here, especially with quite young children, much may be done with pictures. And happily most of the text-books for little children are now filled with beautiful and instructive pictures.

Put before the class a picture of a farm-yard scene, for instance. Let each one point out the distinct objects that he sees in the picture. Get him to think about them, and to express his thoughts. Do not put words into his mouth, but encourage his own expression, however crude and imperfect it may be. Continue with the picture, until it is exhausted—until every object has been noticed. Commend him who can find the most things to see, and say most about them, but do not do it in such a way as to discourage the slow and the awkward.

By such a process, not only is the eye trained, but an inexhaustible store of material is gathered for *language lessons*. And, with even very young children, some of the statements may be put in writing, thus teaching, in a natural way, penmanship, spelling, the structure of sentences, and some of the most obvious uses of punctuation.

One who never tried the experiment will be surprised to see how much more interest a child will take in a picture that he has been taught to see. Give a book full of beautiful and appropriate pictures into the hand of a little child without any guidance, and he will glance at them rapidly, one after another; and the book is a “squeezed orange” to him. Restrict him to one or two pictures at a time, teach him how to see them, and the same book will be an unfailing source of instruction and amusement for many days.

Children are often slow, blundering and mechanical in their reading, simply because their eyes have never been taught to look ahead and to take in more words than the one they are trying to pronounce. One way to remedy this, is to have a stiff pasteboard with a single sentence printed on it, or better, a little hand blackboard with a sentence written on it. Hold it for an instant before the class, then take it away and see who can pronounce the whole sentence.

Of course, these suggestions might be extended indefinitely; but the teacher who understands the true principles of her art, can multiply them indefinitely; and she will do so, when once her mind has awakened to their importance. The result aimed at *is to make the sight quick, accurate and comprehensive.*

Before leaving this sense, I want to suggest another kind of exercise, which, if properly conducted, will give a three-fold result—it will train the child's eye, it will give him useful information, and it will improve his language and increase his vocabulary.

Holding a book before the class, ask "What have I?" This, to gain attention. Now tell the children that you will hold it in *two* ways, and want them to notice the two ways and to tell you about them. Hold the book horizontal, and let all notice the position, then hold it inclined and let them observe. Ask how it was held the first time? The second time? You will get a variety of answers; but, probably, some one will say, "The first time it didn't tip—the next time it tipped." Accept these answers for the present, and let the pupils hold books in the two ways. See that they do it accurately. Next tell them that you will give them a long word to tell how the book was the first time. Give the word "horizontal"—let it be carefully pronounced, and spelled both phonetically and by letter. Again, hold the book in the first way, and get the children to say, "The book is *horizontal*." Hold it the second way, and let them say, "The book is not horizontal." Change this last statement, and substitute, "The book is *inclined*," or "The book is *oblique*." Let the children point out horizontal surfaces and lines in the room, taking care to have the *same thing mentioned but once*. Make horizontal and inclined lines on the board, and have them described. Let the pupils do the same. Let the pupils tell you of things they have seen outside the school-room that are horizontal. Here is matter enough suggested for several lessons; do not hurry; introduce much variety; give the pupils a good deal to do; do not let any lesson exceed ten minutes.

Take the word *vertical* and treat it in a similar way; then the word *parallel*. Now give little exercises, such as, "Make three parallel, horizontal lines," etc. Insist on having the work well done; lead the pupils to take pride in doing it well; let them describe their work in proper sentences.

The same general process may be followed in teaching a large number of geometric terms or forms, as angles, of different kinds; triangles, of different kinds; parallelogram, rectangle, square, sphere, cube, &c.

These are only suggestions, the field is boundless.

Methods somewhat similar may be used for training the sense of hearing, at school. Children might be allowed to report the sounds they hear, as well as the sights they see, on the way to school. Is it not as important that they should be able to recognize the calls and the songs of different birds, or the chirp of different insects, as it is to know the length of the Congo river, or the number of slain at the battle of Bunker Hill.

Of course, successful hearing, as well as successful sight, depends primarily upon closeness of attention. But many teachers train their

pupils *not* to attend to what they ought to hear. They do this by announcing lessons, issuing commands and requests, over and over again, or by repeating questions in recitation, or by meaningless repetitions of answers given, as well as in many other ways.

Let the pupil once become thoroughly impressed that his teacher says nothing without a meaning—that a clear sentence once made will not be repeated, but that the school will be held responsible for hearing and observing it, and much will be done to quicken this sense.

As drawing should be called in to aid in training sight, so music should be used in training hearing. In this way, children may be taught to distinguish and describe the *pitch* of tones, their varying *length*, and the different degrees of *force*, in connection with their little songs. Nor is the usefulness of such distinctions confined to singing, by any means. Correct pitch, and change of pitch at will, have as much to do with correct speaking or reading as with singing. The lifeless, monotonous reading of the dull, ill-taught pupil is often due to the fact either that his ear has not been trained to the distinctions of pitch and of power, or his organs have not been trained to produce those distinctions.

In connection with the training of the ear and the vocal organs, will come a study of inflections and slides of the voice, on which expression so largely depends.

In all his school work, the pupil should be trained to love and to make clear, pure tones. On this point, Dr. Lowell Mason used to insist with great earnestness, in his lectures before teachers' institutes. All harshness of tone, screaming, and coarse, nasal utterance should be banished from the exercises of the school-room—not encouraged, as they so often are by the unwise teacher whose constant admonition is, "Speak up loud." But such a teacher, not only leads his pupils astray by his precepts; he generally does it by his example as well, in the loud, harsh, unnatural tones which he uses in the school-room. The teacher's voice should be perfectly natural, smooth and clear, but not loud or high-pitched.

We will omit any discussion respecting the training of the other senses, although we believe something interesting and useful is possible here.

The representative powers, in the form of memory and imagination, awaken in the child almost as soon as the percepts. A child a few months old knows his mother's face from that of any other woman, which of course can be possible only as he remembers. In the years of childhood, from infancy to the age of twelve or fourteen, memory is the characteristic faculty. It not only receives readily at this age,

but it retains with astonishing tenacity. Let any one in advanced life compare the readiness with which he can recall what was committed to memory at this age with the difficulty he has in recalling what he has recently committed. This is the period, then, for "storing the mind." Memory is the faculty to be especially trained and exercised at this age.

In order to train memory, the child must be made responsible for its use. He must be held to remember what he is told in way of command or direction; to remember it *exactly* and observe it accordingly. He must be held to remember the instruction given to him in oral form, as well as that gained from the book. So tenacious is memory at this period that it easily seizes and retains mere words, although they make no appeal to the understanding. Here is the root of the most glaring evil in our school work, especially with careless and ill-trained teachers. Mere words are caught and repeated by the pupils; and they are glibly recited, giving an appearance of knowledge where none exists. Of course, this evil should be avoided; but the opposite extreme of requiring nothing to be committed in exact form is still worse.

Special exercises to train the memory are valuable; for instance, read a short, pithy sentence and require the exact repetition of it; tell an interesting story, and have it reproduced exactly, the next day, &c. There is no need to give the child trash to commit, simply to train his memory. That power may be exercised on things worthy in themselves, as well as in storing up nonsense.

There is much in the child's lessons that should be committed *exactly*, such as definitions, tables, &c. Because of the faculty with which mere words are retained at this time, it is not unphilosophical to require the pupil to commit to memory some useful things which he does not fully understand. The recent movement in favor of memorizing literary "gems" is worthy of all commendation. Nor need they be fully understood at present. Who cannot recall something of this kind, dropped into his memory in his youth, that afterwards became a most profitable subject of rumination?

It is a curious fact that certain defects sometimes become objects of personal vanity, such as a pale skin, defective eye-sight requiring spectacles, &c. It is thought by silly young people to be fashionable, and an evidence of "high tone," to have these defects. On this ground, I account for the readiness with which many people declare that they are deficient in the power of memory. Certain it is that no one possesses a really good mind, if his memory is very defective. When students have come to me pleading complacently this defect as a rea-

son for failing to retain their lessons, I have sometimes effectually cut off a repetition of the excuse by fully accepting it, suggesting, perhaps, that I had long suspected that their minds were not quite sound !—*III. School Journal.*

SCHOOL GOVERNMENT.

The maxim that "the best government is that which governs least," applies to the little communities of our schools as well as to the larger communities of nations. Our best governed schools are those whose time is so wholly occupied by attention to varied and interesting school work that there is no thought of "governing" or "being governed."

The fundamental principle, that the activities of child-nature must be turned into constant, engrossing and varied work, or they will develop into restlessness and disorder, is becoming more and more widely recognized every year. When this principle is universally understood and conformed to, there will be little trouble in school government.—*C. W. Cole.*

The best discipline is not found in schools where the rod is most freely used. It is a rule with few, if any, exceptions, that the necessity for the use of the rod diminishes with the increase of skill and power on the part of the teacher. And yet I think it must be admitted that we cannot entirely dispense with the rod. Better secure order by the use of the rod than not to secure it; and the skill and ability necessary to control, without resort to force, the ungoverned and misgoverned children of many homes, cannot be expected from teachers of the limited experience of many that must be employed in our schools. Nor is it certain that the most experienced and capable teachers will never find cases which can be treated in no other way so effectively as by judicious use of the rod. The teacher, however, who makes this the ordinary resort, the chief dependence, will inevitably fail to govern well. The chief power must proceed from the teacher himself. There must be the going out of virtue from his own inner life. High moral sentiment cannot be begotten in pupils by a teacher who is himself devoid of moral fervor. And even though there be integrity of character and uprightness of purpose, there may yet be many traits of character and habits of life utterly incompatible with true success in governing. If there is a want of thorough self-discipline, self-subjugation; if through ill health, disappointment, or other cause, there is a disposition to look on the dark side, to magnify

the faults of pupils, viewing them as personal insults, as offenses against the authority and dignity of the teacher rather than against propriety and right, there will be abundant opportunity for the exercise of discipline—discipline, too, which will be fruitful in kind.

He is not always the best disciplinarian who secures the highest degree of order in the school-room. That discipline is best which goes farthest in securing self-discipline, which does most to make the pupils capable of governing themselves.—*Samuel Findley*.

The internal government of a school is essentially an autocracy. The teacher's own inner life and character is the source of power; and no teacher can exert power which he does not possess. It becomes one who would be a teacher to develop in himself the strongest and purest character. The power to control children well is largely the power of personal presence, and this is an outgrowth of character which comes with ripening culture and experience. The teacher whose manner is at once affectionate and dignified, and is economical of speech, enters a school-room with the odds in his favor.

There is little which can be done to help a teacher who lacks in governing power. No one can learn from another the secret of success in school government. Whatever attainment is made must be wrought out mainly in the secret laboratory of each individual soul.—*Id.*

A prime necessity of every good school, and one of its highest excellences, is a judicious discipline. The ability to govern a school wisely and well without the waste of valuable time, and without resorting often to corporal punishment, is one of the rarest and most valued qualifications of a teacher. The highest literary attainments will be of little avail without it. There are more failures from incompetency in discipline than from all other causes.

While rightful authority should always be maintained, and should be respected by prompt and cheerful obedience, it should never be forgotten that children have rights which should never be infringed. They should be subject to no more restraint than is necessary to maintain good order, and to secure the successful working of the school. That kind of petty tyranny in the school-room that would inflict pains and penalties for the infraction of needless and arbitrary rules, and that does not distinguish between willful and obstinate resistance of authority and mere childish thoughtlessness, cannot be too strongly condemned.—*D. Leach*.

We should not over-govern, we should never multiply commands, nor needlessly repeat one. Our governing force should be regarded by us as a bank reserve, on which we should be afraid to draw too

often, because it may become exhausted. Every good ruler economizes power, and never puts it all forth at once. Children should feel, when they see us exercising authority, that there is a great reserve of unusual strength and resolution behind, which they can neither see nor measure. It is not the visible exercise of power which impresses children most, but the unseen, which affects the imagination, and to which they can assign no limits. And this is most fully felt when the manner of putting forth strength is habitually calm and quiet, when you abstain from giving commands in regard to things which are indifferent, and where such commands as you give are few and short. "Even a grown man," says Richter, "whom some one should follow all day long with movable pulpit and stool of confession, from which to hurl sermons and anathemas, could never attain any real activity and moral freedom. How much less then a weak child, who at every step in life must be entangled with a 'stop,' 'run,' 'be quiet,' 'do this, do that' ? Your watch stops while you wind it up, and you everlastingly wind up children and never let them go." We have not to think of a scholar merely as material put into our hands to mold and manipulate, but rather as a responsible human being, whom we are so to help that as soon as possible he may regulate his own life and be a law unto himself. Keep clearly in view your own responsibilities, but the less display you make of your disciplinary apparatus, and the more freedom you can leave to the pupil, the better. Reduce as far as possible the number of formal rules; and remember that the perfection of government is to effect the maximum result with the minimum of visible machinery.—*J. G. Fitch.*

Beesan, a noted French writer on education, says that "a teacher does not govern by ideas, but by the exercise of a firm and constant will." This is a truth worth considering by all teachers. No man or woman ever succeeded in governing a school or family successfully without the aid of a will which was not only firm, but fixed in its purpose, and constantly in exercise.

The failure to recognize the value of the word *constant*, in this connection, is, we think, the cause of the failure of many a teacher. Some teachers govern fairly, but for some cause, physical, mental, or moral, the exercise of their will power becomes an intermittent thing.

One day they come into the school-room fully charged with the needed force and energy; the next, the connection with their moral batteries seems to be broken. The teacher makes no effort to hold up the standard of discipline when in this state; children get out of order again and again, and he seems not to see, or seeing, not to care.

So the discipline of several days to come is made difficult by the remissness once permitted.

The teacher should use a steady, even, regular and uniform control. The exercise of a constant controlling power like this has such great moral force that it is felt even when the teacher is not present. It sways the playground as well as the school-room, and goes with the children even to their homes, and is felt about the most turbulent hearths. It may give the young minds an impress for good that will be felt by them through time and through eternity.—*American Journal Education.*

MAP STUDY.

SUPT. B. A. HINSDALE'S DIRECTIONS TO CLEVELAND TEACHERS.

How would a man, free to choose his own method, study the geography of a township five miles square? Evidently by direct observation. He would trace out the boundaries, find the springs, follow the water-courses, the hills, and the valleys, locate the forests, villages, and isolated buildings, and take note of minerals, vegetation, and productions. This would be an original, first-hand study, and would furnish the fullest and freshest knowledge that he could in any way acquire. This is, in fact, the way in which all original geographical study is done, and all real knowledge of the surface of the earth obtained.

Suppose, again, that the man, for any reason, cannot study the township in this way, but is shut up to a colored map and a written description—what then? Evidently he will make the map and the description take the place of a personal survey, as far as possible. He will trace out, on the map, boundaries, water-courses, hills, and valleys, and locate forests and villages just as though he were studying nature. In his imagination, the pictured representations of things become real and substantial things. Not only so, his imagination will fill in a multitude of things that can be represented only imperfectly, or not at all, on paper. To a certain extent, the written description must supplement the map; but he will not be content to take the description for more than necessary. In a large sense, the map will stand to him in the room of nature; the township itself will be ideally present to his mind. And this is just the way that a state or country should be represented in a geography studied in school. Perhaps for

Experience taught the people of Europe in the sixteenth century, that narrow streets, crowded with wooden tenement houses, and reeking with filth and garbage, were contrary to Nature's laws, but they did not learn the lesson, till, as the price of their tuition, they paid to her avenging tutors, called by men fire and plague, millions of dollars worth of property, and hundreds of thousands of human lives. "But," again it is objected, "we have no time for these things. Reading, writing, arithmetic, grammar, geography,—these he must learn; when, then, are we to find time to teach him, even if he could comprehend them, the more abstruse sciences of chemistry, natural philosophy, botany, &c.?" Our answer is, teach them the same way, and to the same amount as, or we would even be content with less than, the others. Because you cannot carry a child through trigonometry, conic sections and the calculus, will you therefore teach him no mathematics at all? Because he has not time to master rhetoric, with its tropes, hyperboles and apostrophes, is it therefore not worth while that he should learn how to write an ordinary business letter correctly? Teach him one fact a day, which can be done in fifteen minutes, and by the time he leaves school, he will have such a basis of scientific knowledge and wealth as no money can supply.

But here again may arise a question, which, to us as a nation whose god is said to be the almighty dollar, is perhaps the most potential of all. "Of what *practical* benefit will this scientific education be? Will it beat ten per cent.?" We have no hesitation in saying, it will. It is true now, and will be still truer in the future, that he who, in the struggle for existence, can bring to the aid of his natural shrewdness, an accurate knowledge of physical phenomena, who can bind Nature to his side, as an unwearying, unfaltering ally, who can supplement his own weak strength by the gigantic powers of Matter and of Force, will, of necessity, surpass his more feeble competitor. Gunpowder, steam, electricity, are but modifications of Force derived from Nature by man, and wisely used to his own advantage: and within her invisible storehouse she holds millions more, waiting for him who shall have the courage to seek and the knowledge to apply them.

Such are some of the reasons, imperfectly stated, why we advocate the study of science in our common schools. As to the how and when, that can perhaps be best governed by circumstances, but I would suggest, that if, instead of the vapid "rhetorical exercises" (so called) which cling as a fungus-like excrescence to so many of our schools, an hour's talk on some familiar scientific subject were substituted, the gain would be invaluable. The question may be asked, "What branches of natural science would you teach, and in what

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TRAINING TO SEE, HEAR AND REMEMBER.

BY E. C. HEWITT.

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But here again may arise a question, which, to us as a nation whose god is said to be the almighty dollar, is perhaps the most potential of all. "Of what *practical* benefit will this scientific education be? Will it beat ten per cent.?" We have no hesitation in saying, it will. It is true now, and will be still truer in the future, that he who, in the struggle for existence, can bring to the aid of his natural shrewdness, an accurate knowledge of physical phenomena, who can bind Nature to his side, as an unwearying, unfaltering ally, who can supplement his own weak strength by the gigantic powers of Matter and of Force, will, of necessity, surpass his more feeble competitor. Gunpowder, steam, electricity, are but modifications of Force derived from Nature by man, and wisely used to his own advantage: and within her invisible storehouse she holds millions more, waiting for him who shall have the courage to seek and the knowledge to apply them.

Such are some of the reasons, imperfectly stated, why we advocate the study of science in our common schools. As to the how and when, that can perhaps be best governed by circumstances, but I would suggest, that if, instead of the vapid "rhetorical exercises" (so called) which cling as a fungus-like excrescence to so many of our schools, an hour's talk on some familiar scientific subject were substituted, the gain would be invaluable. The question may be asked, "What branches of natural science would you teach, and in what

order ?' As to the order, that perhaps is immaterial, as it is the facts, and the deductions from these facts alone, which we propose to teach. As to what branches, I should answer, physiology and anatomy by all means, the prominent laws of hygiene, the fundamental facts of physical geography, or knowledge of the earth, not simply as confined to its surface, but as to the winds, tides, rain-falls, changes of seasons, diversities of climate, and kindred phenomena; some of the elementary principles of the structure of plants, their germination, growth and decay; somewhat of natural philosophy, as embracing the mechanical powers, optics, acoustics, hydraulics, &c., not neglecting the lower strata of chemistry, geology and biology. One word more, to correct any possible misapprehension which may arise in regard to the term, scientific instruction, by which we do not mean to imply the drilling into the pupil's head, by rote, the technical phraseology or terminology of any particular science, but imbuing his mind with the prominent facts, supplemented by the necessary deductions and corollaries therefrom, and that in the simplest and plainest language possible. Show him, for instance, the beauty and order manifested in the simplest flower, without bewildering him as to whether it is endogenous or exogenous, monocotyledon, or diocotyledon, with a placentated corolla or not. There is a wide difference between teaching the facts of a science as instruction, and teaching it systematically as knowledge. The former is within reach of us all, and may with advantage be taught to the youngest child: the latter can be gained only in after life.

The foregoing article came to us from Dr. E. E. White, accompanied by the following note:

DEAR DR. FINDLEY:—In looking over my papers to-day I found the enclosed excellent paper, which came into my hands when I was editing the MONTHLY, or about the time it was transferred to Dr. Henkle. It is worthy of seeing the light in print. I do not recall the author, but judge that it was written by Prof. S. A. Norton, now of the Ohio State University.

E. E. WHITE.

TRAINING TO SEE, HEAR AND REMEMBER.

BY E. C. HEWITT.

In a former paper, we made some suggestions about training the sight to see things outside of the school-room. Let us now suggest

written : "It's a cloudy Day." The hands go up again. "Where is it, Jane?" "The capital D is wrong." The hands are still up, eagerly thrust right in the teacher's face, in a sort of passionate anxiety to get the chance to explain the error. "She said it *is*, and not *it's*." "Right." Still the hands are up. "The dot has been left out." "Good. Any more mistakes?" Not a hand is raised, though the eyes scan the letters again to see if there is nothing more. They crowd close up to the blackboard, and watch every word as it is written with unflagging interest.

To vary the lesson, a sentence is written on the board containing two words the children have never seen. They swarm, like bees around a plate of honey, standing close up to the strange words, even touching each letter with tiny fingers, and silently trying to spell them out by the sound of the letters. One child tries and fails, plainly showing that nearly all the sentence is understood, but the new words are not wholly mastered. Another tries and gets it right, and is rewarded by dismissal to her seat. Other sentences and new words are tried, and there is a lively competition to read them. No one speaks the new words alone, but each reads the whole sentence in an intelligent manner, as if it were grasped as a whole. As fast as the right answer is given, the pupils return to their seats till all have answered.

The first class in simple fractions then comes up. It is studying the deep science of wholes and halves, quarters and eighths. The first step is really to see a whole divided into eight parts, and then to study a diagram on the board. The class gather around a low table, and each is given a lump of clay. Each one pats his lump down to a square pancake on the table. The object now is to enable each child to see visible quantities by size and weight and the effect of division. The cake of clay is divided into two equal parts, and these again divided, and the portions compared by size and weight. Each experiment with the clay is made the basis of an example of fractions, and must be explained in words. The addition of fractions is studied in the same way. One child's cake is divided into eight parts, and four are taken away and half a cake added from another cake. The children see the one half and the four eighths put together to form one whole, and they speak of it as a real fact, and not as an unmeaning formula read in a book. On the blackboard they draw in white chalk four bands of equal size. Then each is divided by a red line and subdivided by green lines. The pupil sees, by tracing the colors through each band, the exact relation of whole, halves, and quarters.

With all the lessons that have been described there is at frequent

intervals a story or some exercise to change the current of the thoughts. Not all these lessons can be seen in one day or in one school. They are only typical lessons as seen by the writer in different primary schools in Boston, Dedham, and Quincy.—*Charles Barnard, in September Century*

NONE BUT TRAINED TEACHERS.

BY ELIAS FRAUNFELTER, SUPERINTENDENT OF SCHOOLS, AKRON, O.

The vital importance of employing, as far as possible, only teachers who are devoted to their calling, and intend to make teaching their life work, is becoming more and more apparent.

The average results which follow the engagement of teachers who are only temporarily in the profession are very unsatisfactory. Such results have been well characterized as consisting generally in a "far-rago of facts partially hatched into principles, of exceptions claiming equal rank with rules, of definitions dislocated from the objects they define, and of technicalities which clog rather than facilitate the operations of the mind."

As we examine this chaotic mass of undigested materials which accumulate in the child's mind, thus misdirected, we recognize them as the natural and legitimate products of a process which consists in the employment of the lower faculties to the abnegation of the higher—in the exercise of memory instead of observation, reflection and reason—in the passive reflection of other people's researches, of other people's ideas, instead of the active investigation of facts, and the active formation of ideas, by means of its own intellectual faculties. We see further that the possession of this jumble of information has no tendency whatever to quicken intellectual development and give intellectual power.

The principal object of an education is the development of character, and the development of character depends mainly on the ability of the teacher to train the pupil to gain the power of thinking. If the teacher cannot do this, he has no right to call himself a teacher. He is a mere mechanic, and his trade is making machines which have no living motive power, no balance-wheel stored with that accumulated intellectual energy so necessary to the building and sustaining of character. The teacher who imagines that "hearing lessons" which have been learned "*by heart*" and not by mind—the teacher who crams

the mind of the child with rules and ignores reasons, is not prepared for his vocation, and should either abandon the profession or seek the training to be found in an educational institution in which the spirit and example of Froebel and Pestalozzi are emulated. It has well been said that "if no other consideration has weight with such a teacher, this should—that by persisting in his employment he is really guilty of moral and mental child-murder, and ought to be 'taken up' for the crime."

If, then, the ordinary results of education are unsatisfactory, it is not because the course of study is incomplete, necessarily, but because the teaching is defective—that is, lacks the essential characteristics of the true art of education. It puts hard, dry, mechanical drill and cram in the place of the development and cultivation of the intelligence, and by so doing makes children machines, that move only so far as they are driven by the grinding process of the teacher, and have little or no motive power within themselves. When the teacher stops grinding, all tendency to progress ceases, and the machine stops. No spirit of investigation has been engendered; no taste for reading in any line except possibly that of fiction, has been cultivated; and when the examinations are passed and the day of so called graduation is reached, all interest in literary and scientific research disappears with that day's setting sun.

The results complained of above are the natural products of such a conception of the art of education, and have formed the basis of many lengthy deliberations and discussions. The recommendation which we offer in relation to the employment of teachers, if carried out by Boards of Education, would do much, in our opinion, to supersede what there may be of that didactic, telling, explaining, cramming method, in our schools, by a method in which the child's own intellect is recognized as the prime mover, and the exercise of its powers of perception and reasoning, as the only means by which knowledge that can be truly its own, is to be gained."

We are of the opinion that it would be desirable to encourage the feeling among teachers that they are engaged in a professional vocation. To accomplish this end it will be necessary to exclude from the work those persons who have no more qualifications for the office of the teacher, than they would have for that of the surgeon. Persons are frequently found making application for positions as teachers who have never even thought of the nature and aims of education—who have never thought, in fact, that they had to deal with minds, and that the "dealing with minds constituted the 'be all' and 'end all' of a teacher's existence." Such persons, when employed to teach, have

the effect of constant and universal newspaper reading, because we read with no desire or effort to remember. We read only to discover if there be anything we care to remember, and too often find nothing.

That the discipline which comes of a constant sense of a day of reckoning, that the habitual alertness of mind resulting, will be one of the most valuable results of the teachers' reading course, I cannot but believe. Not "reading for examination," but so reading that you will not fear an examination, should be your constant aim.

4. Do not fear the most frank discussion of your reading in your meetings. Much is lost by a foolish bashfulness in speaking of difficulties, or in asking questions, lest others find how little we know. Nothing so contributes to dullness and unprofitableness in a reading circle as such absurd reticence and lack of confidence in each other. The object of the association is mutual helpfulness, and it is the supremest folly, when one is conscious of wanting to know, and in a place especially appointed for inquiry, to be fearful of being underestimated if an all-wise appearance be not maintained. "Humility is the mother of wisdom." There is no sure path to knowledge but in the consciousness and the confession of ignorance.

Ask questions for your own sake and for the sake of others. In a free discussion you may not all agree, so much the better. Truth is many-sided. Your mind is adapted to one phase of it, and your neighbor's mind to another. Try to see all sides. If you cannot do that at first, maintain your own opinions, and respect those of your neighbor, if he is honest in them. Agree to disagree, until the larger light shall come when all will have vision to see the whole truth—which I very much fear will not be in this generation. But above all do not strive about questions to no profit. Let there be "no schism in the body." Let truth be the leading ambition, and a love of it the guiding principle in associated study.

W.

PRACTICAL HINTS GATHERED FROM DIFFERENT SOURCES.

Always have slates cleaned and ruled at the end of one session for the work of the next.

See that every pupil has a sponge or cloth with which to clean his slate. Do not permit scholars to spit on their slates. It is a very untidy habit. To avoid it let the teacher keep a bottle or two on her desk filled with water, the corks being perforated. As the whole class

rule at once the teacher can pass down the aisle with her bottle, dropping the water on each slate. Insist upon clean, neat slates.

Make scrap picture books for the little ones. Old composition or exercise books are the most convenient in size, for this purpose. It takes a little time to cut and paste the pictures, but when you have once used them you will know their value and keep on making more.

Save all the scraps of colored card-board and paste-board that come in your way, cut them into squares, triangles, etc. A handful of these dropped on a desk will keep the little fingers busy for quite a while.

Paper lighters are an unfailing source of amusement. Keep a pair of scissors at school and cut the strips at recess time or before school. In an ungraded school an older pupil, who has finished his work before the rest of his class, might cut the papers sometimes. Besides keeping them busy, it is good training for the hand. It takes some skill for little children to twist a neat lighter. The child who can take home to mamma a bundle of nicely twisted lighters has learned to use his fingers to some purpose. N.

LITERATURE IN SCHOOLS.

It was suggested at the Ohio Teachers' Association that a course of reading of our best authors be laid out by years. Whittier was suggested for the third year of the child's school-life, Longfellow for the fourth, etc. To secure thorough work regular examinations were proposed.

It seems to me this is amputating the head of a noble steed, placing it upon a stick and riding the stick. Children have readers filled with choice literature, they read in them daily for eight years; yet in after life they seldom or never turn to school readers for interesting reading. The books are packed away upon dusty shelves in out of the way corners. Grown up people could hardly be interested in the authors who supplied the selections for the readers of their childhood, simply because they did supply them; they may have an interest in them, but if so, it rests upon other writings, upon those in which they may at the time take an interest.

What can be thought of the idea of dooming a child to go through life with the idea that the noble Whittier is, after all, but a primary school poet, or that Longfellow was finished at a public examination along with the fourth reader and long division.

The reading of choice literature, and the memorizing of gems of

thought are hardly educational bone and sinewfood. They sustain more the relation of fruits and wines, or the delicious deserts, that may contain the elements of true food, but must ever be fresh and pleasing. Whatever the substance, the form must vary, the flavor change.

"In us there is
A sense fastidious, hardly reconciled
To the poor makeshifts of life's scenery,
* * * * That will not brook
A dish warmed over at the feast of life,
And finds twice stale, served with
whatever sauce."

As we do not eat cake with beefsteak, so we cannot mix poetry with mathematics or geography without doing it violence. The attempt to *force* a taste for literature by any system of daily diet and monthly measuring is absurd. The cautious teacher will not even set aside a few minutes in each day's program to be invariably filled with choice gems of literature, lest becoming mechanical, the finer sense, the nice appreciation, the happy enjoyment be deadened.

There are, or should be, in every school those quiet, peaceful times, when the will of the teacher and the wish of the scholars blend in happy unison, when the finer taste, "the exquisite surmise, outleaping thought, may be pampered in her luxury." Then may the soul be refreshed by draughts from the poets, deep draughts it may be, sweet ones always. It is not every teacher that can cultivate in pupils the real love of literature—not every teacher should try.

A teacher who herself cares not for beautiful thoughts, who has no imagination or fancy, will not be likely to aid a school very much in acquiring such qualities. But it may be doubted whether such a person can be in the truest sense a proper teacher for any department of our schools. Would it not be wiser to examine the teacher, and if it be found that with her other qualifications she possesses a fine taste, a keen appreciation of the beautiful, trust the pupils to her care without submitting them to an examination.

W. R. C.

HARD TO GET AND KEEP GOOD TEACHERS.

Superintendent H. S. Jones, of Erie, Pa., in his last Annual Report, speaks in plain terms of the difficulties in the way of securing and retaining good teachers. What he says is not an exaggeration of the facts in the case:

“It is an educational maxim that the success of a system of schools depends largely on the ability of the corps of teachers. And to get a body of excellent instructors, and to keep them so, is a problem of great difficulty that falls to school managers for solution. The country raises but a fraction of the number of really good teachers required. As to men, the reason of this is, that the inducements to make the calling a life-work, are so weak in substantial qualities, that few that enter it remain any great length of time, and the service under such circumstances may be divided into three parts, experimenting, practicing, preparing to leave. The service is weak at both ends and not very strong in the middle! ‘I’ve spent ten years in teaching, and ten years in getting ready to leave, and now I’m out,’ were the words of one of this class.

“As to women, the experience is that only a small per cent. remain in the work, and that per cent. is quite often not the best fitted by nature and education for the teacher’s place. A really true woman is surrounded by an atmosphere of expectancy that has a tendency to interfere with an individual professional career. Hence, she experiments, practices and leaves!

“A person, in order to become a first-class teacher, must spend as much time and money on his education as would enable him to enter any of the paying professions, and when he sees that often his legal right to instruct is liable to be under discussion and dispute, the temptation to seek other avenues of usefulness in which fitness and independence go together, is too strong to overcome.

“So it is seen that as a necessary fact, the average teachers, male and female, cannot become truly professional; there may be many who are devoted, energetic, and even professional *workers*, but their surroundings and out-look are such as to prevent a perfect and full development of the man or woman as teacher.

“A young man, after graduation, taught awhile; he commenced on two-thirds of the salary he could have got as a clerk. His salary, after teaching three years, got up to \$45. During a vacation of two weeks he made more in book canvassing than he had earned during the preceeding four months. He possessed many superior qualities as a teacher, but he was forced to leave a work he had in a measure fitted himself for, and in which he was winning success.

“Miss A. had made a good beginning, excelling in management; she was offered a larger salary in another town; a slight increase in the salary would have retained her. The result was that her place was filled by a raw recruit, and the children put through an additional experimental course.

no conception that teaching is an art, and that underneath that art lie the principles which constitute it a science. They look upon it as merely a process of *grinding*, that there is a certain sort of machine before them, which they have simply to work at for a given time ; and having that notion, it is quite natural that they should not consider it requires much genius, nor any special preparation, for its performance.

The fact is not only that education is an art, but one of the most difficult and delicate arts to which a person can devote himself ; it requires an intimate acquaintance with the nature of the human mind, and the best way of operating upon it ; it requires a knowledge of how minds are influenced by moral motives, as well as, how both moral and intellectual operations are acted upon by outside influences. It is evident, then, that the accomplished teacher ought to know a great deal about the phenomena of the minds with which he has to deal, a great deal about the theory of the moral sentiments and of the manner in which minds are brought to operate, and a great deal about the body which contains this wonderful machinery. The art of teaching comprehends the whole nature of man ; it is in fact the art of converting a rough block into a man or woman ; the art of changing that which was inert and indisposed to act, or if disposed to act, very often to act amiss, into an organized self-directing force.

This cannot be called a simple process, by any means, nor can it be supposed that anybody and everybody is qualified to work at it. Every art implies an artist, or at any rate, one who aims to be an artist ; but an artist is not a person who flings his brushes and colors about at random to make a painting, or cuts away at a block of marble under the idea that some heaven-born genius will guide his chisel, and help him to produce a statue. The genuine teacher always keeps in mind the end to be accomplished, and then considers deliberately and well the means at his command ; he selects the means with reference to the desired end, and in proportion as he has a due conception of the ends, and is well instructed and disciplined in the means, so far will he succeed. Only when a teacher can so speak of himself with regard to the art of education, has he the right to class himself as a member of the fraternity of educational artists.

THE NEW EDUCATION.

Dr. A. D. Mayo, in the *Journal of Education*, concludes an excellent article on this subject, with the following summary :— The new

education, as illustrated by Col. Parker, and all similar representatives, is not merely or chiefly a new trick in teaching anything. It is,

First, A revival of faith in human nature itself, as that nature reveals itself in childhood. Instead of imposing a theory on the child to mold and fashion him into a given shape on the one hand, or concentrating all his powers on the work of making himself a practical success in life, on the other, it proposes to develop the child into the most complete manhood or womanhood possible for his order of ability and natural endowments. It believes in child-nature, and studies it with the hope of finding out the beautiful, divine ways by which the child shall become the woman or man. And it believes that the child thus trained for character and such ability as belongs to it, will in the end be a far more valuable member of society than if molded into the imitation of any other man, or fashioned to a machine for any special work.

Second, It insists on skilled supervision and instruction, working with all the freedom possible in this task of development; free to adopt, to change, to revise methods of instruction with growing experience, and bound by no vows of obedience to any philosophy which does not keep open doors and windows for new revelations out of the wonderland of childhood.

Third, It holds that the thing taught is of less importance than the spirit and the method in which everything is taught; the object being not to cram the mind with knowledge, but to implant the love of truth, and to train the faculties to find it by vital contact with nature, humanity, literature, and life.

Fourth, In character-training, the new education accepts, without question, the christian method of love, in the noblest christian meaning of that mighty word. It believes labor can be raised above drudgery into a region of joy and hope, and does not despair at once of obtaining accurate knowledge and dutiful conduct, and making the life of a child joyous and beautiful, with the beauty of courage, faith, and boundless hope and trust in God.

Of course, a group of children thus trained will be declared a failure by the machine-teacher because they cannot "pass examination" in the regulation graded school. But the new education is working for the examination of life that comes further on, and is anxious chiefly to meet the providential test which determines the quality of the woman or man and the fitness for genuine work. The majority of philosophers and experts in pedagogy will predict bedlam as the outcome of this sort of school-keeping; forgetting that there may be more things even in the soul of a little child "than are dreamed of in

their philosophy." *The practical point in the new education, and in all such teaching as that of Col. Parker, is to bring it in range of the average possibilities of the American graded school.* Our schools will not be helped by destroying what has been gained, but rather by the gradual infusion of the broader spirit, the more natural methods and the better aims of the new education.

In this work every sincere and intelligent American teacher should now engage. It is of comparatively little importance whether this or that theory broached by Col. Parker is accepted, or whether he, in his new field of labor, is going on to greater achievements than in the past. But it is of vital importance that all intelligent people should understand the radical significance of the new education and aid in the beneficent reformation it proposes. And, with all respect for all sorts of good teachers, we suggest that genius in the school-room has not yet become such a drug that any set of people can afford to worry any particular man or woman who is doing a work of undoubted importance to the country. For, after all, the judgment of the whole is better than the creed of any group of specialists; and the way in which the new education, as illustrated in Quincy, and numerous American communities, is being received by the superior American people is a prophecy of larger and better things for the children in the days to come.

OHIO TEACHERS' READING CIRCLE.

If you will allow me, Mr. Editor, I should like to say a few things, through the columns of the MONTHLY, to the teachers in the various reading circles that have been recently formed throughout the State. I have been an interested observer of the origin and growth of the movement, and think I foresee what an immense power for good it may become if wisely managed, but I also foresee many dangers and discouragements. It is of the latter that the spirit moves me to speak.

There is a fascination about a new idea, especially if it develop into anything like a popular movement, that makes work for it and with it very easy. Besides those who embrace it from principle or genuine interest, there is always a great number of people who are waiting "along shore" to be floated off by any tide that comes their way, that move on in the general current. These make numbers but do not add strength to the cause they espouse; for when days of labor and trial come, they hasten to shore again, to wait for a new impulse, leaving all the burden upon a few faithful workers.

This reading association movement will hardly prove an exception to the general experience in similar matters. Large circles may be formed and much enthusiasm be manifested at first, but by and by "the love of many will wax cold," and then there is danger of discouragement and defeat. Then the faithful must look well to their standing or they will be swept off their feet.

1. Is this that you have undertaken a good thing? You have no doubt that a systematic course of reading, selected by those who have looked over the field and tried to make the best choice, is a good thing. You believe that the interest attaching to numbers united in a common work is a desirable thing. You know that the concentration of attention developed by a constant sense of an impending examination is a good mental discipline. If you have weighed the matter and determined thus favorably, stand by the circle. If all others become indolent or discouraged, do you never admit to yourself the possibility of giving up. Let principle rule your actions, instead of allowing a wayward wind to blow you where it lists. That is weakness unbecoming to you.

2. Do not be discouraged because you seem to be moving slowly. Healthy and permanent growth is always slow. The object of this reading movement, as I understand it, is not so much to read a great many books, as to read a few suggestive ones so thoroughly as to make their contents your own, and the basis of future and more discursive reading in the same general directions. I suppose the committee which suggested these particular books had no thought that they were exhaustive or would make a great show in a catalogue of "books read." But they are standard of their kind, and when once thoroughly mastered make a rallying point for further reading. *Not how much, but of what kind, and how well.* Experienced readers, men whose minds are already stored with all the current facts in their especial lines of reading, may read a new book at a sitting; that is, they may turn it over to find whether there is any new treatment of the subject, or any new line of thought developed. Not so the young reader. He must read slowly and attentively. He is not reading for criticism, but for facts, and discipline. So do not be discouraged because you cannot, as James T. Field did, or as President Porter and other omnivorous readers do, read a book in an hour or two. If you read carefully and patiently now, you may attain this higher art in your maturity. Such reading, if there is any profit in it, implies a full storehouse.

3. Do not be terrified by the proposed examination. The examination is a "minister of good" to you if it leads you to a careful analysis in your reading, and much reflection about it. We all fear

“The great part of the strength of the experienced, successful teacher is consumed in patching up the work of the experimentalists that come and go, instead of being given to advanced instruction.

“A city employing over one hundred teachers should have as many as ten or fifteen male teachers, adapted to lead in the work and paid salaries that would keep them in the schools. The kind of men needed is not those of uncertain, passive natures, but those who, if they should go into business, or any other profession, would be distinguished for their energy, force, originality and enterprise.”

WE can not expect intellectual activity of men whose minds are compelled “with pack-horse constancy to keep the road” hour after hour, till they are too jaded for exertion of any kind. The man himself suffers, and his work, even his easiest work, suffers also. It may be laid down as a general rule, that no one can teach long and teach well. All satisfactory teaching and management of boys absolutely require that the master should be *in good spirits*. When the “genial spirits fail,” as they must from an overdose of monotonous work, everything goes wrong directly. The master has no longer the power of keeping the boys’ attention, and has to resort to punishments even to preserve order. His gloom quenches their interest and mental activity, just as fire goes out before carbonic acid; and in the end teacher and taught acquire, not without cause, a feeling of mutual aversion.—*Quick.*

DANGER OF EVIL EXAMPLE.

Ah! who can fix the barrier to his sins,
Or knows their last extreme when he begins?
Who, once expunged, hath ever seen return
The honest shame that on the cheek would burn?
Amidst the race of man, oh! find me one
Who stays him at the first offence alone.
Thus by sure steps the traitor shall pursue
His desperate course, until he find his due.
Some dungeon’s darkness shall his crimes coerce,
Or hopeless exile prove his lasting curse.

Wait thou the day ; for thou shalt surely find
That the just gods be neither dead nor blind !

What can be hoped from the misguided boy,
Who soon grows callous to the savage joy,
That loves to make the country household quail,
In daily terrors of the village jail ?
Thus Nature bids our home's examples win
The passive mind to imitative sin,
And vice, unquestioned, makes its easy way,
Sanctioned by those our earliest thoughts obey.
What if some heart or two, with hand benign,
Prometheus fashion from a clay more fine ?
These be the rare indemnities ! the rest
Tread in the track their careless guardians pressed,
Content to be whate'er their sires had been,
Nor ever quit of crime the sad routine.

O cease from sin ! should other reasons fail,
Lest our own frailties make our children frail.
Alas ! that innate tendency to wrong
Should to our very being's germ belong !
Where'er of social man the tents are found,
There traitors dwell, and Catalines abound.
Another Brutus dost thou hope to see ?
Another Brutus is not, nor shall be !

Let nought which modest eyes or ears would shun
Approach the precincts that protect thy son.
Far be the revel from thy halls away,
And of carousing guests the wanton lay.
His child's unsullied purity demands
The deepest reverence at a parent's hand !
Quit for his sake the pleasant vice in time,
Nor plunge thy offspring in the love of crime.

JUVENAL.

THE READING CIRCLE IN MEDINA COUNTY.

Knowing that the teachers of Medina county are zealous in every good work, and that they had entered with spirit upon the course of reading planned by the State Association, we wrote to Superintendent Herriman, of Medina, for an account of their organization and method

of procedure. This he has kindly furnished, and we print it for the encouragement and assistance of others starting in the same good work :—

We are organizing at least one club in each township, or at a common center where contiguous townships can be better accommodated. These clubs are advised to adopt a constitution and elect the following officers: president, vice president, secretary, corresponding secretary, and treasurer; and an executive committee, who shall direct all the work. The general manner of work in these local clubs may be best explained by an example. Take the one here in Medina. We meet once in two weeks, at private houses. At each meeting our executive committee directs what the members are to read and study during the next two weeks, and appoints some member, or members, to lead in the review of the matter read and studied. In short, the members do the reading and studying at home, and come together in the meetings to compare notes, and to get further information. We usually commence our exercises with a piece of music. Our work for the present two weeks is: on pedagogy, education in Greece; on literature, Longfellow's *Hiawatha*, twelve sections, (*Household edition*); on history, discoveries and explorations in America. We are reading Hailman's *History of Pedagogy* by course, Longfellow by selections, history by topics.

The local clubs have perfected a county organization, which is to meet bi-monthly, at some convenient place, and together review the work gone over in the local organizations. Our meetings are to be held on the fourth Saturday of October, and the third Saturdays of December, February and May. The officers of the county circle are: president; vice presidents, consisting of all presidents of local clubs in the county; secretary; and an executive committee, consisting of the president, secretary, and three other members. This executive committee is to arrange for the bi-monthly meetings of the county circle, and, by appointment, conduct the reviews at such meetings. This association is to lay out the reading of the local clubs; and thus to unify the work throughout the county. Our work up to our meeting in October is: in pedagogy, the first 62 pages of Hailman; in literature, Longfellow, his biography, *Hiawatha*, and *Miles Standish*.

This is our general plan, and though not perfect, we believe we are in the path which, if faithfully followed, will result in much good to the teachers throughout the county. Of course, some of the teachers see no good in such organized study, and want to follow their own inclination as to what they shall read, but most of our teachers are coming up grandly to the work, and taking hold of it with a spirit that

means success ; success to the organizations, and success to themselves individually.

We now have several local clubs in the county, and hope to be able soon to report several more. Our Medina club numbers 33 members. The following is a copy of our

CONSTITUTION.

ARTICLE I. This society shall be known as the Medina Teachers' Reading Circle.

ARTICLE II. The object of this Circle shall be the improvement of its members in pedagogy, science, literature, and history; subordinate to, and co-operative with, the "Ohio Teachers' Reading Circle."

ARTICLE III. Any teacher, or friend of education, may become a member of this Circle by subscribing to the constitution, and paying an annual fee of —.

ARTICLE IV. The regular meetings of this Circle shall be held each alternate Monday evening, at such hour and place as the executive committee shall direct.

ARTICLE V. The officers of this Circle shall be a president, vice president, secretary, corresponding secretary, treasurer, and an executive committee consisting of three members. Such officers shall be elected at the first meeting in September of each year.

ARTICLE VI. The duties of such officers shall be according to the directions given in "Robert's Rules of Order."

ARTICLE VII. All regular officers shall be elected by ballot, and a majority shall elect.

ARTICLE VIII. Any of the provisions of this constitution may be amended, and new articles added thereto, at any regular meeting, by giving two weeks' previous notice of the proposed amendment or addition; provided, two-thirds of the members present vote in favor of such amendment or addition.

NOTES AND QUERIES.

"BROTHER JONATHAN."

Q. 4, p. 436. The origin of this phrase as applied to the United States, is ascribed by Schele De Vere ("Americanisms," p. 251) and Bartlett ("Dict. of Americanisms," p. 50) to a remark let fall by Gen. Washington, at a council of his officers, in the anxious days of the Revolutionary War, when he was engaged in the siege of Boston. Uncertain to what quarter to look for the ammunition and other supplies necessary for carrying on the war, he said, "We must consult Brother Jonathan," referring to Jonathan Trumbull, Governor of Connecticut,

whose fertility of resource and good judgment had often been of service. The phrase soon became a byword, as descriptive of a shrewd and shifty Yankee, and in time was accepted as applicable to the typical American.

I confess that this account does not wholly satisfy me, but I have not seen a better one.

S. C. D.

Columbus, O.

Answers to the same effect have been received from W. I. Brenizer, J. Hill, and J. H. W. Schmidt.

ANSWERS IN GRAMMAR.

Ans. 1 and 5, p. 435. "To" is not parsed correctly, for if the axis were inclined *to* the plane of the earth's orbit, it would be parallel to that plane, and that is not its position. W. D. D. and W. I. B. undoubtedly think that the inclination is $23\frac{1}{2}^{\circ}$ *toward* the plane, but if that is the meaning why do we use the prep "to" instead of "toward."

Ans. 2 and 6, p. 435. "From" is parsed incorrectly, for "moves" is modified by only two adverbial elements connected by "and," viz: "in straight lines," and, "in all directions from the point of emission." If "moves" were modified by three adverbial elements then "and" should be placed between the last two, and the sentence would then read, Light moves in straight lines, in all directions, and from the point of emission; but this is not what it means, nor would it be strictly correct if the sentence were written with "and" between the last two phrases, for light does not move in directions which are at right angles with, or perpendicular to, those directions extending from the point of emission.

"Directions" like "perpendicular" in Q. 3, p. 290, needs restriction, or modification, and therefore it seems very plain to me that the phrases introduced by the preposition "to," and "from," are adjective in character, and not adverbial by any means.

There are many examples in geometry where lines and directions are described by similar phrases, which if called adverbial would certainly be erroneous.

Ans. 3, p. 435. Our Grammars tell us, and correctly too, that conjunctive adverbs are equivalent to two phrases, one containing a relative pronoun, and the other, the antecedent of that relative pronoun. Now, will brother W. D. D. be so kind as to write the two phrases to which the conjunctive adverb (?) "where" is equivalent?

Shanesville, O.

J: P. KUHN.

QUERIES.

1. What are the termini of the Northern Pacific Railroad, through what region of country does it extend, and what are the principal cities along the line? E. M.

There are two eastern termini; one at Duluth, at the western extremity of Lake Superior, the other at St. Paul, where the principal eastern depot is situated. The two divisions unite at Brainerd, near the center of the State of Minnesota. Thence westward, the road crosses the Red River of the North at Fargo and enters Dakota, crossing the Missouri at Bismark. It enters Montana about the middle of its eastern boundary and bears a little south, following the valley of the Yellowstone, which it crosses not far from the north-western corner of Wyoming. From this point it takes a north-western direction, among towering mountains, until Idaho is reached. This territory is crossed at its narrowest part, but a few miles from the northern boundary of the United States. Then the road turns sharply to the south-west, reaching the Columbia river at Ainsworth, and following the river, as it skirts northern Oregon, to Portland, whence the Pacific division runs northward to New Tacoma, on Puget Sound. A good map of the road and the entire region through which it runs may be obtained, free of charge, by addressing Chas. B. Lamborn, St. Paul, Minn.

2. Harvey says, in his Rules of Syntax, "A noun or pronoun used as the predicate of a proposition is in the nominative case." Are there any exceptions to this rule? Illustrate by examples.

Columbus, O.

J. H. W. SCHMIDT.

3. What is the origin of the term "foolscap," as applied to paper? TEACHER.

4. Is the Vice President of the United States a cabinet officer? H.

5. Which is the greater defect in a teacher, incorrect spelling or incorrect pronounciation? J. P. K.

6. What is the origin of the term "penny," as applied to nails? T.

7. Would anything but silliness prompt a county examiner to require an applicant to bound several counties for the purpose of ascertaining his fitness to teach geography? J. P. K.

8. Why is New York City sometimes called Gotham? P.

9. What is meant by the "Star Chamber?" What is the origin of the term? R.

10. What is the origin of the expression, "According to Gunter?"

EDITORIAL DEPARTMENT.

IMPROVEMENT OF COUNTRY SCHOOLS.

The prevailing disposition on the part of country teachers throughout the State to adopt a course of study, and to secure a better organization and classification of their schools, is a very hopeful sign. There seems to be a general awakening on the subject all over the State, and the hopeful feature about it all is that the teachers themselves are taking hold of the work. They come in immediate contact with the people, and can do more to mold public sentiment than all other influences combined. Upon them also rests the responsibility of carrying into effect any plans which may be formed for the improvement of these schools.

The teachers of every township should organize for united effort. They should consider carefully the needs of the schools and make themselves thoroughly familiar with the most available means of improvement. Then each teacher should be a missionary in his own district, disseminating information and creating a spirit of progress among the people. The teachers have it in their power to double the efficiency of the rural schools within five years. What is most wanted is a true teacher in every school.

Some of the improvements most needed in the country schools are:

1. *Complete Township Organization.* All the schools of the township should be under the control of a board of education elected by the township at large. The law now provides for submitting this measure to a vote of the people of each township. A majority of votes is sufficient to secure the organization of the schools of any township in the State on this plan. Here is work for the township teachers' association.

2. *Classification of the schools.* The advantages of classification are apparent; and it is conceded by all who are well informed on the subject that the country schools are susceptible of much better classification than that which now prevails. Each township should have one school, centrally located, of higher grade, into which pupils may be promoted from all the other schools of the district, when sufficiently advanced. This would greatly facilitate the classification of all the schools, and would be an immense advantage in many ways.

3. *A carefully devised course of study.* This would serve as a guide to teachers and pupils, and would do much to systematize and improve the work in all the schools. A very general outline of a common school course of study is here given for the benefit of those who are working in this direction.

GRADE D. FIRST AND SECOND YEARS.

1. Reading and spelling.—First and Second Readers.
2. Writing.—Use slates.
3. Arithmetic.—Slate and oral exercises.

GRADE C. THIRD AND FOURTH YEARS.

1. Reading and spelling.—Third Reader and supplementary matter.
2. Writing.—Use pen and ink.
3. Arithmetic.—Through long division.
4. Geography.—Pupil's own County and State, and elementary book.
5. Language.—Copying and sentence writing.

GRADE B. FIFTH AND SIXTH YEARS.

1. Reading and spelling.—Fourth Reader and supplementary matter.
2. Writing.—Pen and ink.
3. Arithmetic.—Compound numbers, common and decimal fractions.
4. Geography.—Second book.
5. Language.—Much practice in writing to acquire correct use of language.

GRADE A. SEVENTH AND EIGHTH YEARS.

1. Reading and spelling.—Fifth Reader and United States History.
2. Writing.—Pen and ink.
3. Arithmetic.—Percentage and subjects following.
4. Language.—English grammar and composition.

"Grade A" of this course may properly be assigned to the central or higher-grade school, and the course may be extended so as to include physical geography, algebra, United States government, physiology, and such other studies as the character and circumstances of the community warrant. Graduation upon completion of the course naturally suggests itself.

4. *Supervision.* There must be a directing head. No satisfactory results can be secured in any system of schools without oversight. An experienced teacher should be placed in charge of the central school and made principal of all the schools of the district. He (or she) should be empowered to hold teachers' meetings, plan and direct the work, conduct examinations, and perform such other duties as ordinarily devolve upon a principal of schools in a village or smaller town. Supervision of this kind may not be the most effective, but it is probably the best that can be secured without too great an increase of the cost of the schools.

5. *Good teachers should be employed and retained as long as possible.* The best organization, classification and external equipment of schools cannot produce good results without good teachers. The practice of employing mere boys and girls to teach because they are cheap, in preference to teachers of experience and ability at a higher price, cannot be too strongly condemned. The people of Ohio in this day are not so poor as to require the practice of such economy in reference to an interest of such importance. Nor is the prevailing practice of frequent change of teachers any more praiseworthy. Greater permanence of employment and better pay would keep many good teachers in the work, who, as things now go, become disgusted and turn to other occupations.

6. *All the schools of the district should begin at the same time and continue through terms of the same length.* This would be necessary to the successful carrying out of any such scheme as that here proposed.

The tendency of the human mind to formalism is manifest in education as well as in religion; but it will not do to fly, through fear of formalism, to the opposite extreme, and eschew all forms and methods.

"THE NEW EDUCATION."

"There is no new thing under the sun. Is there any thing whereof it may be said, See, this is new? It hath been already of old time, which was before us."

There is a flavor of quackery about the flippancy use of the term "New Education," for which we have no great liking. It is not only misleading in its tendency, but false in what it assumes. It implies the recent discovery and application of principles of education and methods of teaching unknown and unused in the past. But there has been nothing of the kind. There is no new philosophy of education. The educational new-lights bring to us no new doctrine. They have discovered no educational principles, no methods of teaching, which were not the heritage of the fathers. What attainments has the schoolmaster of our day made over Socrates, Plato, Aristotle, Bacon, Comenius, Locke, Rousseau, Richter, Schopenhauer, Pestalozzi, Froebel, and a host of others? Is not all that is best in modern pedagogy the result of companionship with these old masters?

What, then, are the characteristics of modern educational effort, which have given rise to the use of the term at the head of this article? Dr. Mayo, from whom we quote elsewhere in this number, has pointed out the chief of these; but a careful study of his summary reveals nothing new. We do not doubt that Superintendent Seaver, of Boston, gets very near the truth when he says,

"The new methods in use in our primary schools relate mainly to the reading and writing. Both are taught together from the start. In reading, the Word Method is used at the very outset, and the so-called 'phonic method' is united with it further on. In the elements of arithmetic, we are trying to get rid of merely formal mechanical drill, and put the teaching on a better basis in the activity of the child's reasoning power. *There is probably nothing new in the methods we are using.* I understand that some or all of them are more or less well practiced in the schools of several cities of the West. Our methods had got somewhat out of date, and needed changing."

If we were called upon to characterize in a word the educational effort of this day, we would use the word diffusion. There is wide diffusion of educational ideas. Not the few only, but the many, are thinking and inquiring. There never was such profusion of educational literature as now, and never a time of so many educational gatherings and discussions as the present. There is also wide diffusion of the educational spirit. In short, there is a genuine awakening. It began in the West and extended eastward until, at length, the conservatives of Quincy and Boston are showing signs of life.

THE READING CIRCLE.

The trumpeter who was to sound a blast for the O. T. R. C. in the September number of the MONTHLY seems to have mislaid his horn.

Circumstances took it out of my power to write anything last week, and now as it is beyond the 20th—a date which marks the limits between on-time and tardy articles—I am probably too late.

Is there not some way in which we can find out how generally institute conductors complied with the solicitation of the board? Our secretary is probably in possession of a list of Reading Clubs now in operation. In this county the

talking was well done, but the organization for *work* was not completed. We will begin now, however, and try to catch up.

In several counties where I was present as institute instructor, we selected, for our *three* text-books, Pestalozzi, Longfellow, and Irving.

The plan, as far as made out, is before the Ohio school public. Its maturing is in the hands of committees, and will be presented at the next annual association.

The movement presents opportunities for all the older members of the profession to hold out a helping hand to their younger brethren. In the stirring words of "R," let them "strike fire upon this subject." B.

E. A. Jones, corresponding secretary of the Board of Control, in a private letter dated September 18th, writes as follows:

The action of the State Association in inaugurating the O. T. R. C. seems to meet a felt want of the teachers.

The work is progressing finely. Favorable reports are coming in from all parts of the State. Many counties are already organized, books have been selected, and the teachers are at work. Where organization has not already been effected I think the following is the best plan of procedure:

Let the corresponding member for the county appoint some one in each township or, at least, in each section of the county, to call a meeting of the teachers in his particular section for the purpose of organizing a Local Reading Club. These local clubs will elect their own officers, select the books they wish to read, and arrange time for regular meetings—once in two weeks, or once a month, as they may determine.

Union meetings of the local clubs can be had three or four times a year at some central point in the county for conference, discussion, etc. The meetings, both local and county, can be pleasantly varied by music, essays, biographical sketches, selected readings from the authors read, short quotations or gems, discussion, criticism, etc.

Many local clubs meet in the evening, at private houses, once in two weeks.

In some counties, union meetings are held monthly, in others, from three to five times a year.

It would undoubtedly be better if each club in a county would select the same books, so as to have uniformity in a county, at least. But this is hardly possible for this year.

Much yet remains to be done by the Board of Control. Nothing definite has been decided upon in reference to examinations, certificates of progress, etc. I think it will be necessary for the Board to have a meeting at some time during the year, to decide in reference to these matters, and to make some arrangement for a *second* year's Course of Reading.

"Learning is the last and least part of education. One grain of living faith is of more value than a hundred-weight of mere historical knowledge; one drop of true love is worth more than an ocean of learning in all the mysteries."

BOOKS FOR READING CLUBS.

The Board of Control has arranged with ROBERT CLARK AND COMPANY, of Cincinnati, to supply the members of the Ohio Teachers' Reading Circle with the books included in the course of reading, as follows :

	Retail Price.	Net price sent by mail, at store.	Net Price, postpaid.
PEDAGOGY.			
Quick's Essays on Educational Reformers, "Reading Club Edition,".....		\$1 00	\$1 00
(Special rates on Quick's Essays, to clubs, in lots of 25, 50, and 100 copies.)			
Hailman's History of Pedagogy.....		60	65
Krusi's Life and Work of Pestalozzi.....		1 20	1 30

POETRY.

Longfellow's Poems, "Household Edition," 12mo.....	\$2 00	1 50	1 62
Longfellow's Poems, "Diamond Edition," 16mo.....	1 00	75	82
Whittier's Poems, "Household Edition," 12mo.....	2 00	1 50	1 62
Whittier's Poems, "Diamond Edition," 16mo.....	1 00	75	82
Lowell's Poems, "Household Edition, 12mo.....	2 00	1 50	1 62
Lowell's Poems, "Diamond Edition," 16mo.....	1 00	75	82

BIOGRAPHY.

Kennedy's Life of Longfellow.....	1 50	1 15	1 28
Kennedy's Life of Whittier.....	1 50	1 15	1 28
Underwood's Sketch of the Life of Lowell.....	1 50	1 15	1 28
Underwood's Biographical Sketch of Longfellow.....	1 50	1 15	1 28

AMERICAN HISTORY.

Irving's Life and Voyages of Christopher Columbus.	.		
3 vols. 16mo.....	3 00	2 25	2 50
The Same. Condensed by the Author. "Stratford Edition. 1 vol.....	1 50	1 15	1 30
Parkman's Pioneers of France in the New World.....	2 50	1 90	2 07
Parkman's Jesuits in North America in the 17th Century.	2 50	1 90	2 07
*Bancroft's History of the United States. "Centenary Edition." 6 vols. Cloth.....	13 50	10 00	
The Same. Leather binding.....	18 00	13 50	
*Prescott's Conquest of Mexico. 3 vols.....	4 50	3 45	3 85
*Prescott's Conquest of Peru. 2 vols.....	3 00	2 30	2 58
Higginson's Young Folks' History of the United States..	1 50	1 15	1 28
Higginson's Young Folks' Book of American Explorers..	1 50	1 15	1 28

*Bancroft's U. S. and Prescott's Mexico can be sent more cheaply by express, express charges payable by the person ordering on receipt of the goods. Where the postage would amount to 35 cents, or over, expressage would be cheaper.

Where parties can club together and order a number of books in *one lot, by express*, there will be a considerable saving in the expense of delivery.

Van Antwerp, Bragg & Co. will furnish Hailman's Pedagogy and Kindergarten Culture at 70 cents each, by mail, or in quantity, as follows: 10 copies to one order, 54 cents each, 25 copies to one order, 50 cents each, the purchaser to pay express charges.

"Let well enough alone" is a command addressed to our inertia and not to our sense of duty. If our work could be better, it is not well enough and should not be let alone. Two principles in human nature reign.

THE HIGHER EDUCATION.

We hope all our readers have read, in the August number of the *MONTHLY*, the excellent paper of Dr. Williams on this subject. It is full of thought and will bear reading again and again. The true end and scope of education are very clearly and forcibly presented. The end is not wealth but manhood; and not one part nor another, but the whole man, is to be cultivated. The demand is not for an "ideal education" to fit for an ideal existence, but such an education as will fit the greatest number for the largest activity and enjoyment in the world as it is. Dr. Williams very justly recognizes the spiritual as the highest part of our nature, and its development and discipline as our highest and best attainment. The knowledge of God is the best knowledge. A life of faith is the best life. "A religious man, however destitute of other learning, has learned the highest and best lesson, and is wisely intelligent and masterful for the great ends of living."

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Scholastic attainments are of little worth without a high aim, a noble purpose, in life. High conscientiousness and earnestness of soul are foundation traits of the true teacher; and next to them is the child-like spirit. Where these are wanting results are meager.

Members of the Ohio Teachers' Reading Circle will bear in mind that, as a prescribed course of reading, they are expected "to read at least one national periodical." We hope all will give the claims of the *MONTHLY* consideration. Bear in mind that the *MONTHLY* is in some sense the organ of more valuable pages. Three communications from members of the Board of true love.

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See our offer of premiums in advertising department.

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—N. E. O. T. A. The regular meeting of the North Eastern Ohio Teachers Association will be held in the rooms of the Board of Education, Cleveland, on Saturday, October 13.

—*The Telephone*, a monthly periodical published at Adamsville, O., and devoted to the educational interests of Muskingum county, has been merged in the *Eastern Ohio Teacher*, published by John McBurney, at Cambridge, O.

—The schools of Waverly opened September 3, with eleven teachers and a good attendance of pupils. Supt. Geo. E. Campbell is starting on his fifth year, and gives good satisfaction. James A. Douglas is in charge of the high school.

—It is estimated that more than 1200 teachers' institutes have been held in the United States in the past summer, enrolling nearly 140,000 teachers. Who can estimate the gain in knowledge of matter and methods of instruction, and the new inspiration which this implies?

—The late teacher's institute held in Ross County was attended by 181 teachers, and was one of the best ever held in the county. A large reading circle was formed, and the teachers determined to accomplish the work mapped out by the Board of Control of the O. T. R. C.

—William Swinton, the well-known writer of school text-books, is about to begin the publication of a weekly, to be called *Swinton's Story-Teller*, and consisting exclusively of choicest *complete* tales,—from four to six in each issue. He has already enlisted the pens of many of the star story-writers of the United States and England.

—The normal class in Buchtel College, Akron, O., is quite large this term, and is doing excellent work under the direction of Prof. Howe, who gives the members daily drill in the art of teaching, by putting them in charge of classes under his personal supervision. The lectures on teaching and school government by Prof. Gifford are, as usual, deservedly popular.

✓—C. O. T. A. A meeting of the Central Ohio Teachers' Association will be held at Springfield, on Friday and Saturday, Nov. 2 and 3. Friday morning will be devoted to visiting the Springfield schools, and in the afternoon the opening session of the association will be held. Major White will deliver an address of welcome, to which Dr. Hancock will respond. President Richardson will deliver an inaugural address, and papers and discussions on various topics will follow. The association will adjourn at noon Saturday.

—An institute was conducted by J. Fraise Richard, at Greenup, Ky., beginning Monday, September 17, and continuing five days. Here is the way they do it on the other side of the Ohio:

"The exercises will begin promptly at 8 o'clock each morning, and teachers will be required to be present at roll call.

The institute fee will be \$1.50 in advance. If not paid till January, \$2 will be charged. If the expenses can be paid with a less charge, a reduction will be made.

Every common school teacher, and every one who has obtained a certificate, shall attend the institute under penalty of forfeiture of certificate, unless a satisfactory excuse is given."

—An Inter-State Educational Convention met at Louisville, Ky., Sept. 19, at the time of the great Southern Exposition. The following States were represented: Alabama, California, Connecticut, District of Columbia, Florida, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New York, Pennsylvania, Ohio, North Carolina, South Carolina, Texas, Tennessee, Vermont, Virginia and West Virginia. Judge W. M. Buckner, of Kentucky, presided. Charles D. Jacob, Mayor of Louisville, delivered the address of welcome. Response by Hon. John Eaton, United States Commissioner of Education. The following topics were discussed:

1. The educational lessons of the census.
2. The education of the colored race.
3. Federal aid to education.
4. The best system of common schools under State control.
5. The best means of awakening popular interest in common schools.

Among the delegates were fifteen colored men, one of whom, Prof. W. J. Simmons, President of the Colored Baptist Theological Seminary of Louisville, opened the discussion of the second topic in the above schedule.

INSTITUTES.

Washington County.—At Marietta, one week, beginning August 27. Attendance the largest in fifteen years—about 200 enrolled. Instructors: R. W. Stevenson, Robt. Kidd, Anna Bewley, and D. F. De Wolf. Miss Bewley took charge of a class of twelve or fifteen little fellows who had never attended school, and showed the teachers from day to day her plan of teaching little folks. A County Reading Club was organized with T. C. Ryan, President, Julia Barber, Vice-President, and F. P. Ames, Secretary. A committee was appointed to organize a reading club in each township of the county. The following officers were elected for the ensuing year: President, Rev. G. R. Gear; Vice-Presidents, Messrs. J. D. Phillips, M. R. Andrews, Mrs. R. W. Devol; Secretary and Treasurer, Miss S. M. Greene; Executive Committee, C. K. Wells, T. C. Ryan, S. S. Porter, Andrew Gracey.

Preble County.—At Eaton, one week, beginning August 20. Enrollment, 163. Instructors: Messrs. Brown, Sharkey, Cox, and De Wolf. Officers elected: President, F. M. De Motte; Vice-Presidents, Kittie Thompson, John Gibbons; Secretary, F. S. Alley; Treasurer, R. E. Lowry; Executive Committee, Wehrly, Holladay and McGrew.

Harrison County.—At Freeport, one week, beginning August 20. Enrollment, 66. Instructors: J. W. Dowd, T. M. Johnson, C. E. Gullet, T. C. Roach, and others. The next session of the institute is to be held at Cadiz, beginning August 22, 1884. Officers elected: President, C. W. Herriman; Vice-Presidents, T. C. Roach, Belle Philips, W. T. Perry; Secretaries, Jennie E. Arnold, Miss Ellison.

Miami County.—At Piqua, August 13, two weeks. Instructors: Messrs. Hancock, Parker and Bennett. "An excellent institute" is the report we get. Good work done. Reading Club formed.

Lucas County.—At Sylvania, August 27. Instructors: J. W. Dowd, C. L. Loos and Mrs. R. S. McCann. Our informant says it was one of the most successful institutes held in the county. Mr. T. B. Pinkerton has our thanks for his efforts in behalf of the MONTHLY.

QUERIES.

1. What are the termini of the Northern Pacific Railroad, through what region of country does it extend, and what are the principal cities along the line? E. M.

There are two eastern termini; one at Duluth, at the western extremity of Lake Superior, the other at St. Paul, where the principal eastern depot is situated. The two divisions unite at Brainerd, near the center of the State of Minnesota. Thence westward, the road crosses the Red River of the North at Fargo and enters Dakota, crossing the Missouri at Bismark. It enters Montana about the middle of its eastern boundary and bears a little south, following the valley of the Yellowstone, which it crosses not far from the north-western corner of Wyoming. From this point it takes a north-western direction, among towering mountains, until Idaho is reached. This territory is crossed at its narrowest part, but a few miles from the northern boundary of the United States. Then the road turns sharply to the south-west, reaching the Columbia river at Ainsworth, and following the river, as it skirts northern Oregon, to Portland, whence the Pacific division runs northward to New Tacoma, on Puget Sound. A good map of the road and the entire region through which it runs may be obtained, free of charge, by addressing Chas. B. Lam-born, St. Paul, Minn.

2. Harvey says, in his Rules of Syntax, "A noun or pronoun used as the predicate of a proposition is in the nominative case." Are there any exceptions to this rule? Illustrate by examples.

Columbus, O.

J. H. W. SCHMIDT.

3. What is the origin of the term "foolscap," as applied to paper? TEACHER.

4. Is the Vice President of the United States a cabinet officer? H.

5. Which is the greater defect in a teacher, incorrect spelling or incorrect pronunciation? J. P. K.

6. What is the origin of the term "penny," as applied to nails? T.

7. Would anything but silliness prompt a county examiner to require an applicant to bound several counties for the purpose of ascertaining his fitness to teach geography? J. P. K.

8. Why is New York City sometimes called Gotham? P.

9. What is meant by the "Star Chamber?" What is the origin of the term? R.

10. What is the origin of the expression, "According to Gunter?"

EDITORIAL DEPARTMENT.

IMPROVEMENT OF COUNTRY SCHOOLS.

The prevailing disposition on the part of country teachers throughout the State to adopt a course of study, and to secure a better organization and classification of their schools, is a very hopeful sign. There seems to be a general awakening on the subject all over the State, and the hopeful feature about it all is that the teachers themselves are taking hold of the work. They come in immediate contact with the people, and can do more to mold public sentiment than all other influences combined. Upon them also rests the responsibility of carrying into effect any plans which may be formed for the improvement of these schools.

The teachers of every township should organize for united effort. They should consider carefully the needs of the schools and make themselves thoroughly familiar with the most available means of improvement. Then each teacher should be a missionary in his own district, disseminating information and creating a spirit of progress among the people. The teachers have it in their power to double the efficiency of the rural schools within five years. What is most wanted is a true teacher in every school.

Some of the improvements most needed in the country schools are:

1. *Complete Township Organization.* All the schools of the township should be under the control of a board of education elected by the township at large. The law now provides for submitting this measure to a vote of the people of each township. A majority of votes is sufficient to secure the organization of the schools of any township in the State on this plan. Here is work for the township teachers' association.

2. *Classification of the schools.* The advantages of classification are apparent; and it is conceded by all who are well informed on the subject that the country schools are susceptible of much better classification than that which now prevails. Each township should have one school, centrally located, of higher grade, into which pupils may be promoted from all the other schools of the district, when sufficiently advanced. This would greatly facilitate the classification of all the schools, and would be an immense advantage in many ways.

3. *A carefully devised course of study.* This would serve as a guide to teachers and pupils, and would do much to systematize and improve the work in all the schools. A very general outline of a common school course of study is here given for the benefit of those who are working in this direction.

GRADE D. FIRST AND SECOND YEARS.

1. Reading and spelling.—First and Second Readers.
2. Writing.—Use slates.
3. Arithmetic.—Slate and oral exercises.

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—J. W. Scott is a member of the Board of Examiners for Geauga County, in place of M. A. Reed, resigned.

—H. F. Hixson has been promoted from a professorship in Ashland College to the presidency of the same institution.

—C. C. Davidson, of New Lisbon, succeeds L. D. Brown as the Ohio editor of the *New England Journal of Education*.

—"J. W. McKinnon is one of the most popular instructors who ever came before an institute," says the *Logan County Index*.

—Benjamin M. Hill, of Massachusetts, succeeds M. S. Campbell in the principalship of the Rayen high school at Youngstown.

Abram Brown, principal of the Columbus high school, was offered the principalship of the Cleveland Central high school, but declined.

—W. H. VanFossan began his work as superintendent of schools at East Palestine, September 10, with seven teachers and 250 pupils.

—Lawrence County is glad to receive an addition to her corps of teachers in the person of Jos. Rea, now superintendent at Hanging Rock.

—Theodore H. Johnston, principal of the high school at Elkhart, Ind., succeeds J. H. Shultz as principal of the West Side high school, Cleveland.

—C. W. Mykrantz retires from the superintendence of the schools of Bryan, O., after twenty-one years of service. He takes a position in Ashland College.

—Andrew Freeze, the veteran schoolmaster of Cleveland, attended the recent session of the Cuyahoga County Institute, and took part in the exercises.

—E. S. Cox, of Belpre, has taken charge of the schools of Portsmouth. We are glad to see brother Cox in active service again. The schools of Portsmouth are in good hands.

—J. H. Bowles, teacher of a colored school at Marietta, has recently resigned his position to accept a railway postal clerkship, at a salary of \$1,000 a year, just twice the sum he received as a teacher. School directors take notice.

—J. T. Martz has been President of the Darke County Institute for a number of years. At the recent session of the institute the members manifested their appreciation of his services by presenting him a fine gold-headed cane and a large album.

—Supt. Jonathan Fairbanks, of Springfield, Mo., formerly superintendent of the Piqua public schools, has received the honorary degree of Master of Arts from Drury College. His excellent work in Southern Missouri is having a good effect upon the public schools of that State. Mr. Fairbanks is also County Commissioner of Schools.

—Miss Sarah Pierson, one of the primary teachers in the Chillicothe schools, is 76 years of age. She is now teaching her 55th year, having lost but two years in this time, one of which she rested, and the other was lost by her change of residence. Three generations of Chillicotheans have been under her tuition and hold her in the highest esteem to-day. She is a noble Christian woman and is alive to every good work.

—Rev. Dr. Burns, father of J. J. Burns, died recently at Cadiz, where he was visiting a daughter. Funeral and memorial services were held at Cambridge, September 14th.

—John R. Horst, of Leesburg, Highland County, has been called to a principalship in the schools of Hot Springs, Ark. The foreign demand for the Ohio schoolmaster continues.

—J. C. Barney, who resigned the superintendency of the Warren schools in 1876, is now in charge of the normal department of the Western Reserve Seminary at West Farmington.

—John D. Phillips, of Harmar, one of the veteran schoolmasters of the State, has 130 pupils in his school. If any one can control and instruct that number of pupils in one school, Mr. Phillips can do it.

—A. M. Rowe, of the Steubenville high school, writing under date, September 20th, 1883, says, "Just twenty years ago to-day about forty thousand of us were coming back from the battle field of Chickamauga."

—Chas. Haupt, who has charge of the schools of Dennison, Tuscarawas County, has been complimented by an addition of \$200 to his salary. His Board of Education seems disposed to recognize faithful service.

—R. S. Page, late superintendent at Shelbyville, Ind., the new Ironton superintendent, starts upon the year's work under very favorable auspices. He has, in a high degree, the rare faculty of gaining the hearty co-operation of his associates.

—The faculty of Purdue University, at the opening of the present session, adopted resolutions expressing in very strong terms, their appreciation of the personal worth and the wise and efficient administration of the retiring President, Dr. E. E. White.

MAGAZINES.

(For club rates see Teachers' Club List in advertising department.)

The Popular Science Monthly, conducted by E. L. and W. J. Youmans. New York: D. Appleton & Co. Yearly subscription, \$5.00.

The Century Illustrated Monthly Magazine. New York: The Century Company. Yearly subscription, \$4.00.

The North American Review. Edited by Allen Thorndike Rice. 30 Lafayette Place, New York. Yearly subscription, \$5.00.

The Atlantic Monthly. Devoted to Literature, Science, Art and Politics. Boston: Houghton, Mifflin & Co. Yearly subscription, \$4.00.

The Journal of Speculative Philosophy. Edited by William T. Harris. New York: D. Appleton & Co. Quarterly. Yearly subscription, \$3.00.

The Princeton Review. Edited by Jonas M. Libbey. Bi-monthly. 2 Nassau street, New York. Yearly subscription, \$3.00.

Education. An International Magazine. Devoted to the Science, Art, Philosophy and Literature of Education. Thomas W. Bicknell, conductor. Bi-monthly. Boston: New England Publishing Co.

St. Nicholas. An Illustrated Magazine for Young Folks. Conducted by Mary Mapes Dodge. New York: The Century Co. Yearly subscription, \$3.00.

The American Teacher. Devoted to the Principles and Methods of Teaching. Boston: New England Publishing Co. Yearly subscription, \$1.00.

The Youth's Companion. Weekly. Boston: Perry Mason & Co. Yearly subscription, \$1.75.

-THE-

Ohio Educational Monthly

FOR 1884.

WE are happy to say that this magazine approaches the end of its thirty-second year in a prosperous condition. Its subscription list has been doubled in the past year-and-a-half, and it is proposed to keep it moving in the same direction.

With a view to extending the circulation of the MONTHLY, and, at the same time, affording teachers an easy means of supplying their libraries with professional books, we have selected a list of the very best books on teaching which we offer as

PREMIUMS.

No distinction is made between renewals and new subscribers, and one subscription for two years may be counted as two subscriptions. Cash to accompany the orders.

For three subscribers for one year, we will send, post-paid, a copy of Col. Parker's Talks on Teaching, a new and very popular book. Price, \$1.00.

For four subscribers, either of the following :

Spencer on Education, Price, \$1.25.

Raub's School Management, Price, \$1.25.

Both of these for eight subscribers.

For five subscribers, any one of the following :

Baldwin's School Management, Price, \$1.50.

Johonnot on Teaching, Price, \$1.50.

Raub's Methods of Teaching, Price, \$1.50.

De Graff & Smith's Development Lessons,
a new book which every teacher should
have. Price, \$1.50.

Any two of these for ten subscribers, any three for fifteen, all for twenty.

For six subscribers, a copy of Bains Education as a Science. Price, \$1.75.

Any of the above books will be mailed to any address, post-paid, on receipt of the price. Any six or more of them will be sent by express, express charges to be paid by the purchaser, at twenty per cent. less than regular retail prices.

Not only teachers, but parents interested in the education of their children, should take and read the MONTHLY. Its general circulation among parents would promote the cause and greatly aid teachers in their work. A little effort might raise a good list of subscribers in every school district.

Address,

OHIO EDUCATIONAL MONTHLY,

AKRON, OHIO.

—THE—
Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—
THE NATIONAL TEACHER.

SAMUEL FINDLEY, } EDITORS.
J. J. BURNS, }

Volume XXXII.

NOVEMBER, 1883.

Number 11.

LOWELL AS AN INSPIRATION.

BY GEORGE A. ROBERTSON.

I am glad that Lowell has been placed upon the first year's list of reading for the Ohio Teachers' Reading Circle. In my opinion there is no more appropriate book upon that list.

In saying this I do not mean to depreciate Longfellow. I admire his beautiful verses as much as any one else. But every one reads Longfellow and few have been reading Lowell. I have been astonished to find that the latter is almost unknown among many of our best teachers. And yet foreign critics have gone so far as to class Lowell and Emerson as our great poets and some have insisted that they are our only poets.

True it is, as far as my judgment goes, Lowell has almost never written a poor or a tame thing. He is different from our other poets, and while he is not by any means so exclusive in the audience he seeks as Robert Browning, still he is not what would be called popular. Browning says that he "writes for poets, not the common herd," and it seems to me that our great poet "writes for teachers." What inspiration in his almost every line! What grand philosophy! and who can describe nature better than he when he tries?

But I must make some selections. All of them are good enough to be placed in large letters upon the walls of any school-room and remain there from year to year. Some may be beyond the capacity of the smallest child, and much is beyond the reach of the largest, but some time the idea will burst upon his mind, and meanwhile the tired teacher can gain inspiration from them the better to perform his task.

Take the "Present Crisis," one of his earlier poems, written in 1845, and directed at that "Earth-born Cyclops," slavery. Every word of it is grand. As I open my own copy of the poems I see it is well thumbed there. It is a favorite with me and applies to our better selves as well at one time as another. There are so many fine passages one scarcely knows where to begin or end. Take this :

"Though the cause of Evil prosper,
yet 'tis Truth alone is strong."

Or this whole stanza :

"Careless seems the great Avenger; history's pages but record
One death grapple in the darkness 'twixt old systems and the Word;
Truth forever on the scaffold, Wrong forever on the throne,—
Yet that scaffold sways the future, and behind the dim unknown,
Standeth God within the shadow keeping watch above his own."

Here is another stanza :

"Then to side with truth is noble when we share her wretched crust,
Ere her cause bring fame and profit and 'tis prosperous to be just,
Then it is the brave man chooses, while the coward stands aside,
Doubting in his abject spirit, till his Lord is crucified,
And the multitude make virtue of the faith they had denied."

* * *

"'Tis as easy to be heroes as to sit the idle slaves
Of a legendary virtue carved upon our fathers' graves."

* * *

"They have rights who dare maintain them."

"New occasions teach new duties; time makes ancient good uncouth.
They must upward still and onward, who would keep abreast of Truth."

* * *

"We ourselves must pilgrims be,
Launch our Mayflower and steer boldly through the desperate winter sea,
Nor attempt the Future's portal with the Past's blood-rusted key."

Then there is that little gem, "Stanzas to Freedom." Every boy should learn it by heart. I will make only one selection :

"They are slaves who dare not be
In the right with two or three."

What a pleasure there is in reading "Beaver Brook." It is short and so beautiful, when fully comprehended, that to make a quotation simply mars the whole. There is nothing with which I am acquainted in literature that is finer.

And what a pathetic piece is "The First Snow Fall." It contains all the better elements of Whittier and Longfellow, and seems to me to be deeper and better than almost any thing they have written. There is in this, as in all he has written, a lesson so well expressed, so sublime, that it can not fail to be impressive.

It is impossible to mention anything like all the good things in a volume like Lowell's poems, and it is not likely that the teachers will read every thing it contains. But there are some things which should be much more than read, they should be studied.

No one should fail to read "The Vision of Sir Launfal" among the first. The description which the poet gives of Summer in Part First, and of winter in the Second Part, are unexcelled, while the beautiful and touching story of which these are but the prologue lends interest to the whole.

Then the "Bigelow Papers." There are many people who profess not to be able to get interested in these. To be sure they were written as striking satires upon things that have entirely passed away, and that they survive at all the day that gave them birth, shows the great genius of their author in as strong relief as do Gulliver's Travels the power of Johnathan Swift.

But really we find even in our day a good many "Gineral C's" who are "dreffle smart men," and when

"John P.
Robinson, he
Says he won't vote for Guvner B."

it generally settles the thing for a great many other people who are constantly waiting to see and know exactly what the John P. Robinsons are going to do. I don't think the philosophy of Hosea and Zekiel Bigelow and "Birdofredum Sawin" ought to be passed over by any means.

I close as I began, I am glad Lowell is on the list.

SOME THOUGHTS ON THE "NEW EDUCATION."

The attempt by some writers and teachers to ridicule the doctrines of what is called "The New Education," reminds one very much of the proverbial "Man of Straw." There is nothing in reality to ridicule; for surely these doctrines, rightly interpreted, present no such ridiculous figures as are set up by some. These doctrines claim noth-

ing more than the school reforms we have all been contending for these forty years or more.

It is therefore unfair, if not dishonest, to attribute to these doctrines principles and practices which do not belong to them, but which have been caught up, it may be, from some careless remark of some responsible person.

The expressions, "Learning Made Easy," "Sensationalism," "Sweet Meats," "Play Education," and all that, have been coined for the occasion, and have no place in the curriculum of the "New Education." They are entirely foreign to it. In fact, the new "Education—or the *True Education*, it should be called (it is not *new*. Its principles are as old as creation)—is planned that the pupil may escape these destructive influences. It is the adaptation of rational measures for the accomplishment of desired ends. It is work—*hard work* if you please—*made pleasant*, instead of "made easy"; made pleasant and profitable, by engaging all the faculties of the mind and body in *doing*, the only condition of positive and aggressive pleasure—"doing" instead of mimicking and pretending knowledge, second hand knowledge—the conditions of displeasure, disgust and drudgery, as distinguished from *free, joyous, active, engrossing work*. (This last adjective is to be taken in the sense of engaging, occupying, absorbing, *swallowing up*.) It is the rational method of preventing idleness and the dissipation of thought, by engaging the whole mind in the most energetic efforts to help itself, instead of relying evermore upon teachers and books—all well enough in their places, but a great nuisance when out of their places.

Now it is strange that these things should be opposed by any one who has given any considerable attention to the philosophy of learning; and yet such persons are not wanting among our leading teachers. It may be, however, because such persons are herein reminded of their own sins and shortcomings.

I have tried to study this subject from its various standpoints, and I declare I can see nothing of this attempt to trifle with knowledge, or its acquisition, or to belittle it by rendering its acquisition pleasant; but on the other hand, I see much to commend in this "new departure," as it is called by some; and seeing this, I see also much that condemns the idleness, and waste of time and energy resulting from many of the old-time practices. And I think our conservative friends, also, would condemn them.

The question narrows itself down simply to this: Shall we make the pursuit of knowledge attractive or not? Shall we hedge it about with obstacles, or shall we make study interesting and entertaining?

It is not shall it be work or play? as some have wrongly interpreted it. It is to economize in work, to render it fruitful of results, to relieve it of unmeaning drudgery. And all it proposes to do with play is, to make it mean something, to utilize it, in the child's culture, instead of allowing it to waste in puerility and folly. Can any one complain of this?

The question then becomes: How shall we work to the best advantage? And this suggests—Shall it be pleasant or disagreeable? Shall we love it, or shall we hate it?

Knowledge is a means of growth to the mind, just as food is for the body; and no one would think of making the food unpalatable in order to make it wholesome and nourishing. What the New Education proposes to do, if I understand it, is to render this knowledge as palatable as possible, that it may be as nourishing as possible, and that the digestion and assimilation may go on as pleasantly as possible; for often, under the old regime, it lies as a dead weight upon the intellectual stomach, becoming painful and irritating, if it do no worse.

But another question might still arise: *How* shall we make the acquisition of knowledge pleasant, and at the same time most profitable? Shall we "make it easy" in order to do this? This is by no means necessary. There is a way of making it easy and spoiling it. Too much teaching does this. Telling a thing takes all the "tuck" out of it. And we know it to be one of the fundamental points in the doctrine of the New Education "Never to tell a child anything that he can find out for himself." Telling deprives the child of the necessary exercise. In the exercise lies the pleasure and the profit; and I think it may safely be said that these two things as a rule, go together. This, therefore, is one of the distinguishing characteristics of the New Education, and instead of relieving the pupil of labor, it only increases it, and intensifies it, and makes it effective, both in discipline and in acquisition.

Is it not possible, therefore, nay, is it not highly probable, that some who have undertaken to ridicule these matters are mistaken?

If Col. Parker, and G. Stanley Hall, and Dr. Dickinson are wrong, (and they all advocate the same doctrine,) then were old Comenius, and Ratich, and Basedow, and Locke, and Pestalozzi and Froebel, wrong. And Horace Man was wrong; and Henry Barnard is wrong; for all these men, and hundreds of others, both ancient and modern, have advocated the same doctrine.

JOHN OGDEN.

Washington, D. C.

A METHOD OF TEACHING PERCENTAGE.

BY HENRY L. PECK.

The elements of Percentage should be taught to pupils without the use of a text-book on their part. The division of the subject into "Cases"—if done at all—should be the work of pupils in the course of the development of the subject, and not be given to them "ready-made" by the teacher or the book. It should be one of their "discoveries" as they explore this new arithmetical country.

Percentage is based upon multiplication, and from the first, pupils should be made to see the identity of the principles and operations involved, with those of simple multiplication. I doubt the desirability of using the formulæ, as given in some of our texts, with beginners. Three or four preliminaries:

1. See to it that your class is thoroughly prepared in decimal fractions, and of course in common fractions. A pupil who can not handle the decimal point with accuracy, can not work successfully in Percentage. If he is unable to place the decimal point in product and in quotient with accuracy, and with confidence in his accuracy, his life in Percentage will be one of doubt and uncertainty, and consequently, of suffering. He should know how to interpret and simplify such expressions as $.04\frac{1}{2}$, $.17\frac{2}{3}$, etc. He should be able to express $\frac{4}{100}$, $\frac{5}{100}$, $\frac{6}{100}$, etc., etc., in hundredths, decimally. He should be able to answer such questions as, 127 is how many hundredths of 240? of 185? of 96? etc.

2. Assure yourself that your pupils clearly understand the fact—and the reason—that $\frac{5}{100}$ of a number and $\frac{5}{100}$ times that number; $.05$ of a number and $.05$ times a number; *any* fraction of a quantity and that fraction times that quantity, are identical in meaning. This is essential; as, in percentage, we say, "What is 7 per cent. of 48?" not "What is $.07$ times 48?"

You may feel perfectly confident that your pupils understand this, having learned it when they passed over common fractions. Perhaps they did; but try them before proceeding to develop the subject of Percentage.

3. Refresh the memories of your pupils on the principle, "If the product and either factor be given, the other factor may be found by dividing the product by the factor given." This is important, because from it the so-called second and third cases of Percentage are developed.

4. Assign to the class such a problem as this: The multiplier is

8; the sum of the multiplicand and product is 1610; what is the multiplicand?

Let them work out the solution for themselves, keeping it before them two or three days, if necessary. Let them solve several such, until they are able to announce a rule for the solution of all such: Divide the sum of the multiplicand and product by the sum of the multiplier and one.

Do not *give* them the rule—let them *discover* it. This rule will solve the so-called fourth case of Percentage. Test them on such problems as this: The multiplier is .07; the sum of the multiplicand and product is 133.75; what is the multiplicand?

5. Assign such a problem as this:

The multiplier is 6; the difference between the multiplicand and product is 900; what is the multiplicand?

Those who have solved the preceding problem, will easily discover the rule: Divide the difference between the multiplicand and product by the difference between the multiplier and one.

Test them on such as this: The multiplier is .12; the difference between the multiplicand and product is 109.12; what is the multiplicand?

The rule will solve the so-called fifth case of Percentage.

If the preceding suggestions be faithfully followed, pupils will be prepared to take up Percentage with intelligence, and will master it with ease, there really being little or nothing to learn but the terms Base, Rate, Percentage, etc.

The preliminary work properly done, the subject of Percentage may be developed as follows: $130 \times .05 = ?$ Solve thus:

$$\begin{array}{r} \text{Multiplicand, } 140. \\ \text{Multiplier, } \quad .05. \\ \hline \text{Product, } \quad 7.00. \end{array}$$

Then erase one term, letting the work appear thus:

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Require pupils to state what terms are given and what required, with rule for solution. Let them solve, and restore the missing term. Erase multiplicand and proceed in the same manner. Then present the solution in this form:

$$\begin{array}{r} \text{Multiplicand, } 140 \text{ Base.} \\ \text{Multiplier } - .05 \text{ Rate.} \\ \hline \text{Product, } - 7.00 \text{ Percentage,} \end{array}$$

and tell pupils that we will call the multiplicand the Base (give reason), the multiplier the Rate, and the product the Percentage.

Let them know that these terms always sustain those relations to the terms employed in multiplication, and that the multiplier (Rate) in these operations is always expressed in hundredths. Erase the multiplier and require pupils to state what is given, what required, and rule for solution, first using the terms employed in multiplication, and repeat, using the terms Base, Rate, and Percentage. Erase the multiplicand and proceed in the same manner, requiring a solution of each problem.

Continue these exercises until the relations of Base, Rate, and Percentage to Multiplicand, Multiplier, and Product are firmly fixed in the mind. The pupil will then readily divide the subject into the "Cases," if required, and will intelligently solve ordinary problems without reference to cases. This is experience, not theory.

It will readily be seen how the fourth and fifth cases may be developed in a similar manner, from suggestions (4) and (5).

I have tried many methods of presenting the subject of Percentage to beginners. I have received the most gratifying, and, as I believe, the most permanent results, from the use of the method I have here attempted to sketch; but no one knows better than the hard-working, inventive teacher, how difficult it is to put one's best methods and best school-room work upon paper.

It has also been my observation that pupils taught by the method here given, will take up the "analytical" and the "equation" methods and handle them with greater ease and intelligence than those who learned the subject by these last-named methods.

The method I have given certainly heeds the maxim, "Proceed from the known to the unknown," and perhaps improves upon the maxim a trifle; for I have observed that one may "proceed from the known to the unknown" and fail to *connect* the unknown with the known—and such failure is fatal.

TEACHERS' CERTIFICATES IN NEBRASKA.

BY HIRAM SAPP.

City boards of education may appoint an examining committee to examine all persons who apply for positions in the city schools.

For all other schools, the requirement is a certificate from a county superintendent, a certificate or diploma from a State Normal School

of Nebraska, a certificate from the State Superintendent, or a diploma from a State normal school of another State, approved by the State Superintendent of Nebraska.

The County Superintendent must attend at the county seat on the third Saturday of each month for the purpose of examining applicants, and may examine at other times and places by giving five days legal notice.

Certificates rank as first, second, and third grades. For a third grade certificate, the candidate must be deemed qualified in respect to good moral character, learning, and ability to instruct and govern a school, and pass a satisfactory examination in orthography, reading, writing, geography, arithmetic, physiology, English composition, and English grammar. This certificate is considered of very low grade, licenses the holder to teach in some special district, continues in force not more than six months, and can not be granted to the same person more than three times.

The second grade certificate requires all the above and a satisfactory examination in the history of the United States, civil government, book-keeping, blackboard drawing, and theory and art of teaching, and is valid throughout the county for one year, unless sooner revoked.

The first grade certificate requires, in addition to all the above, at least one year's experience, with approved ability and success, and a satisfactory examination in algebra, geometry, botany, and natural philosophy, and is valid throughout the county for two years, unless sooner revoked.

Graduates in the common school course of the State Normal School, receive a certificate good throughout the State for two years; and graduates in the higher course receive a diploma good throughout the State for three years.

This diploma and successful experience entitle the holder to a life certificate good throughout the State, but no life diploma continues in force after the holder permits a space of three years to lapse, without following some educational pursuit, unless indorsed by the acting State Superintendent.

The State Superintendent issues professional certificates good for life upon examination by himself, or a committee of three whom he may appoint, in a list of twenty-eight branches; or to graduates of colleges or universities, who have complied with certain conditions and had certain specified experience. This professional certificate lapses in the same way as the life diploma.

Any certificate may be revoked by the authority granting it, for

gross negligence of duty, or for incompetency or immorality. The County Superintendent may revoke the certificate, or refuse to grant a certificate to any teacher who refuses to attend the county institute, and graduates from the elementary course of the Normal School, are liable to have their certificates revoked for the same cause.

For these requirements, graded schools (outside of Omaha) paid from \$30 to \$65 per month in 1881; \$30 to \$95 in 1882. For ungraded schools I have no statistics, but in this county teachers are paid from \$30 to \$50, the greatest demand being for teachers qualified to earn the greater amount.

Principals of graded schools, outside of Omaha, receive salaries ranging from \$540 to \$1,100.

Stromsburg, Neb.

HINTS TO TEACHERS.

BY S. P. ROBINS, LL. D., SUPT. OF PROTESTANT SCHOOLS, MONTREAL

GENERAL

1. Remember that, inasmuch as you are left very much to the guidance of your own judgment in the management of your class, it is especially necessary to use all your observant and inventive faculties for securing the best possible result of your labor.

2. That best possible result is the thorough preparation of each of your own pupils to prosecute his studies and perform all other duties well hereafter. The first aim is not a high standard of attainment, but a good discipline of mind and manner, so far as it can be attained with each little pupil.

3. Because the habits of thought and action that are earliest formed are the most persistent and influential throughout life, and because the imitative faculties of a little child are especially active and his nature peculiarly impressible, yours is the most important work done in school. It is difficult work, but if well done, you deserve corresponding consideration and honor. If you do not get them now, yet your heart and life being right in other respects, you will secure them hereafter.

4. As you are conducting, in common with other painstaking and successful teachers, a great experiment in the management of half-day classes with very little children, carefully observe whatever in your

manner, or in the ingenious devices to which you will be led, makes for your success, practice it diligently, and tell it to others.

DISCIPLINE.

There is no need of reference here to the mode in which the successful teacher acquires ascendancy over each of her pupils by strength and consistency of character, by a loving heart, a kind manner, and a clear and vigorous understanding. All these things are pre-supposed in the successful teacher. When, as in my presence less than twelve months ago, a teacher says to a class, "I will look at the slate of no child out of place," and then in less than a minute does so, it is not surprising that her class despise her authority, and make little or no progress. One who can promise so lightly, and forget so readily, is fit for no important trust; certainly, not for that of the teacher. But there are many things, little in themselves though important in their results in discipline, which are sometimes overlooked even by those who have all the essential elements of excellent teachers.

1. Consider well the disposition of a little child. He is active, but undisciplined. He longs to know, takes great delight in learning; he loves to do, takes great delight in putting his knowledge into practice. But then he has but little persistency and steadiness.

2. You must, therefore, when he is not at play, teach him constantly, or keep him doing constantly, and this with rapid alternations from the employment of his mind to the employment of his body.

3. So you must never be without a definite plan of action that shall engage the attention of every child. A half-minute's embarrassment of the teacher in the presence of the class, will work ruin in its discipline for the time being, and a child with nothing definite to do at any time during the school session becomes forthwith a center of disturbance.

4. You must not put too prolonged a strain on the feeble power of attention in pupils of preparatory grades. Let your work be varied, and your lessons short and lively. Let the teachers who will follow you in the school course have most of the trouble involved in securing long-continued and concentrated attention.

5. Frequent change of rooms will much facilitate your work. In some schools visited there is not nearly enough of this. Your class should occupy two rooms during parts of every hour. This may compel you to change in the middle of a lesson, but you can so choose the lessons that the interruption will not be harmful.

6. Much aid to discipline is afforded by the drill of changing rooms, by simple calisthenic exercises and by exercise songs. But this aid is only secured by the enforcement of prompt and exact obedience.

7. Hence, the slightest tap of the bell should be followed by immediate and intense silence, not, however, permitted to continue long.

8. Hence, also, the first word of each command must be so chosen and given as to suggest invariably what is to follow; the next and finishing word of the command must be the signal for the prompt, universal, and, therefore, simultaneous execution of the command.

9. Hence, also, no second command should be given until the first has been universally and precisely obeyed.

10. Finally, the effect of each command must be minutely considered beforehand. For example, in a series of commands those first given should be those that can be executed noiselessly, the whole series being terminated by that one which necessarily involved disturbance.

TEACHING.

1. You must yourself be accurate. The distinction between the well educated and the improperly educated, is just here, that the one is, and the other is not, automatically and minutely correct in recollection, in mode of thought, in manner of expression. Do not teach any thing that must be subsequently unlearned.

2. With little children, especially at the outset, much attention must be given to them individually. This, however, in many instances, can be done so as to interest others, not directly addressed, who may be appealed to to give the information that their companion requires.

3. The effect of every collective lesson is greatly increased when every child attends to the whole lesson. But this attention can be secured only by making each child feel that in all you say you have reference to him.

4. Hence, recitations and other exercises must not be wholly, nor even principally, simultaneous. No more convincing evidence of inexperience on the part of a teacher is needed than the general inability of a class to repeat individually, what in concert, or rather following the lead of one or two, they can in sing-song style deliver simultaneously.

5. In questioning a class, you should not give it to be understood whether you intend to have the answer from the whole class or from any particular pupil until after your question has been asked and a moment's pause for reflection and recollection has been allowed. After the pause, you may say, "John Brown," or "any one," and then expect an instant answer. Thus you prevent one or two higher pupils suggesting the answer to all the rest of the class, and you secure the attention of each to the work in hand.

6. Take care that each child gets a fair share of questioning. Sometimes the teacher has a few names that somehow spring first to the tongue, and their owners get the lion's share of attention. When the teacher is conscious of this, let her make sure of each child occasionally by some such device as the following: Let the whole class stand, and as questions are answered by individuals, let them sit. Thus proceed until every child is seated.

7. Holding up the hand to indicate the wish to reply to a question is open to great abuse. Forward children answer everything. Timid or indifferent children answer nothing. It is a good rule that the hand shall not be held up except when another pupil has made a mistake, or when the teacher, in asking a question that she thinks a little too hard for the class generally, gives special permission to raise it.

8. Rising from the seat, running after the teacher, thrusting the hand into the teacher's face, snapping the fingers, are highly improper acts, instances of each of which I have seen as importunate efforts to attract the teacher's attention. At times the teacher, by standing so that she can not see the whole class, is the direct cause of such rudeness.

9. It is impossible to carry on work with the active co-operation of the teacher in two classes at once. Having given one class an exercise on the slates, or one of some other kind, that has been properly explained, that is within their power, and the result of which can be subsequently examined by yourself, bend your undivided attention on the other class.

10. In the examination of slate work, it is, as a rule, better that children bring it to the teacher, than that the teacher go to examine it. Hence, in every room pupils should be taught how, without marking time, or marching noisily, to move in single file before the teacher, showing work as they pass slowly, and then to return in order to their places, having completed the circuit of the room.

11. Home work is not needed in preparatory classes. It will much conduce to good order, therefore, if books, slates and pencils be always left in school under the care of the teacher.

12. The Preparatory Limit Table should be interpreted rather as a maximum than as a minimum.

READING.

1. Use cards frequently for individual as well as for simultaneous reading.

2. Do not confine yourself to the set order of words. Pick out words here and there; read backward as well as forward.

3. I had supposed the teaching of reading by spelling thus, "emm" "ee" *me*, "ee" "double-gee" *egg*, to be obsolete; really, I find it only obsolescent. If a word be analyzed at all, *for purposes of reading*, it should be by the powers and not by the names of the letters.

ARITHMETIC.

1. If you have not an abacus that stands on feet, ask for one.
2. Use the abacus yourself, but let the children use it constantly.
3. Do not aim to go beyond the limit, 20.
4. Let every kind of relation among numbers be taken with each successive number; *i. e.*, do not teach addition first, and then subtraction, multiplication and division in succession, but teach all these operations, as mentally performed, simultaneously. Thus, that three and three are six, that three taken from six leaves three, that twice three are six, that three is the half of six, and that three is contained in six twice, are but different ways of regarding the same fact.

COMMON THINGS—OBJECT LESSONS—STORIES—SINGING.

1. See that you have, use yourself and set the children to use, scales and weights, a two-foot rule, a clock card, and a compass.
2. Object lessons must be very simple, but they ought to be, none the less on that account, carefully prepared. It is a painful thing to see a teacher standing before a class puzzled to know what to do or what to say next.
3. Similarly, a story should be prepared beforehand. Great interest will be added if the teacher simply illustrate her story by drawing on the black-board as it proceeds.
4. In questioning children in all subjects, the aim should be to get connected answers of some length, but this can only be very slowly accomplished.
5. Teach children to sing distinctly, but not too noisily. The musical effect of a perpetual bawl is even worse than that of a perpetual whisper. It is no harm to have an occasional *ff* passage, but then let us also occasionally have *pp*.

MISCELLANEOUS.

1. Stand so that you can see all the children of the class, and so that each one of them can see, when necessary, what you do and how you do it. Sometimes it is well to overlook children from behind.
2. Be not noisy. Speak distinctly and quietly, so that children will listen to hear you; do not shout, so that they must hear you whether they will or no. Even if a busy hour of work (pleasant to hear) fill the room, do not raise your voice too much; call attention by a light

stroke of the bell before you speak, then speak in the midst of a profound silence. Pointers and rulers were not made for banging desks with. Teachers' feet have other purposes than stamping on the floor.

3. Be not fussy. Self-possession, that quietly takes note of all surroundings, and that adjusts itself unruffled and without effort to them all, is the secret of easy government, as it is also the last refinement of the perfect gentleman.

4. Look out for short-sighted children, and for children who are hard of hearing. These physical imperfections are often unknown to the children themselves, and long escape the notice of parents and teachers. Unfortunately, not only do they give an appearance of stupidity to children that are really bright, but they most seriously retard progress unless compensated by the considerate arrangements of the teacher. Let as many exercises as possible cause the children to lift the eyes up from books to maps, pictures, objects at a distance and work done on the black-board, so that the tendency to shortsightedness may be, so far as possible, checked.

5. Embrace eagerly any opportunity that may be afforded you of visiting the classes of other preparatory teachers. I have seen some excellent work done in some of them, and in almost all, the work is good. There is not a single class in which I have not seen at least one thing done so well that I could wish all other teachers of the same grade had an opportunity to see it.—*Canada School Journal*.

REQUISITES OF A GOOD TEACHER.

To teach well requires a sound body, a cultivated mind, an extensive knowledge of things, some acquaintance with the laws that control the faculties in their efforts after truth and strength, special training, a successful experience, and unlimited enthusiasm.

The first and the last of these requisites of a good teacher are, for the most part, the gifts of nature; the others are acquisitions. But whether they are the direct gifts of God, or the products of human labor, they are all necessary to the highest and best results.

The body is supposed to be the instrument that the mind uses in performing all those acts which terminate on external things, or on any kind of things that may hold objective relations. If there is such a thing as an external world existing independent of ideas, and if our physical bodies are the media through which our minds are brought in contact with it, then it would seem to follow, that the validity of

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Require pupils to state what terms are given and what required, with rule for solution. Let them solve, and restore the missing term. Erase multiplicand and proceed in the same manner. Then present the solution in this form :

$$\begin{array}{r} \text{Multiplicand, } 140 \text{ Base.} \\ \text{Multiplier } - .05 \text{ Rate.} \\ \hline \text{Product, } - 7.00 \text{ Percentage,} \end{array}$$

control has saved him from doing irreparable injustice to the best and brightest pupils to be found in all the schools! It is because the teacher is to stamp something of his own mental and moral image on the minds of his pupils, that he must be a model worthy of their imitation.

To say nothing of knowledge and methods of teaching, no teacher with a well-trained intellect, a good heart and a strong will, can fail of success. But the highest success, however, requires that he add to health, to knowledge, and to training, an irresistible enthusiasm: not that mere animal feeling which expresses itself in bluster, without regard to any rational cause for its existence, but that deep, stirring emotion which arises from an over-mastering perception and love of the truth,—such a feeling as led Socrates to forget his sleep and his food whenever he found opportunity to teach to others the nature of virtue, the definition of temperance, or the reasons for belief in the immortality of the soul; such as led Pestalozzi to reject all thoughts of wealth and fame, and to spend his life in contriving a system of instruction that would make prosperous and happy the beggar children collected into his schools; or such as made Agassiz say that he had no time to waste in making money.

Enthusiasm communicates itself to all who happen to be in its presence. It throws a charm over the driest subjects of thought and the severest labor. It produces convictions before one knows the reasons for his belief; and it leads one to an intense exercise of his powers, from the pleasures that attend the exercise.

The results of the teacher's work are absolutely necessary to the life and progress of the race. If then, he shall perform it with that efficiency and spirit which good health, sufficient knowledge, a proper training, and a large enthusiasm will enable him to command, he will show by the results that he has the requisites of a good teacher.—JOHN W. DICKINSON.

TRUE TEACHING must be the adaptation of the subject taught to the learning mind. Whatever is above the mental grasp of the pupil only serves to weary and disgust the learner and consequently depresses all healthy mental action. Judging from the results within my knowledge, by far a greater part of all school-work consists in a useless pilgrimage through a barren desert of empty words—a fruitless Sahara.—*F. W. Parker.*

SUPPLEMENTARY READING.

[Read by E. A. Jones before the North-Eastern Ohio Teachers' Association.]

We can hardly overestimate the value of the ability to read well.

To be able quickly and thoroughly to appreciate the language of a standard author; to grasp his meaning freely; and clearly, pleasantly, and forcibly to express that meaning to others, is a valuable accomplishment. If compelled to choose between the two, I would rather be a good reader than a good musician.

Learning to read is the first school work undertaken by the child. The reading exercise forms a part of the daily program during the eight years of the Primary and Grammar school course, and I believe it should have a prominent place even in the High School.

It is the foundation of all school work, and unless the foundation be well laid, we cannot expect any satisfactory progress in the work of education. A pupil may be a poor mathematician, and yet succeed well in other lines of study. He may be a poor penman, and, at the same time, a successful student of science, a good linguist, and well read in the world's literature.

But if he is a poor *reader*, unable readily and rapidly to comprehend the language of the text-books used in the various branches of study, there is little hope of progress in *any direction*, and, in all probability, such an one will soon become discouraged and disappear from the school.

There is much of truth in the statement that "A failure in teaching reading means a failure in teaching everything."

How often do we find a scholar in one of the more advanced grades stumbling along, unable to keep up with his class, completely failing in his work, and the secret of the whole matter is he has *never learned to read*. The words are meaningless terms to him, and he is utterly unable to comprehend the thought of the author.

To such an one the work of the school-room is an irksome and unpleasant task, and it is not strange if you find him in the list of truants.

On the other hand, the good reader, as a rule, loves his school; the ability to recognize words at sight, to read without conscious effort, to comprehend readily the thought of the author, stimulates and encourages him to go on with his work.

Says Dr. Northrop, for many years Secretary of the State Board of Education in Massachusetts and Connecticut, in a paper on Culture and Knowledge, "In visiting many thousands of schools for the last

twenty years I have had occasion to observe how generally proficiency in this one department infuses new interest into every other study, and elevates the whole school."

The same educator, writing ten years ago, said, "*In comparison with its importance* no subject is usually so much neglected and so poorly taught."

During the past ten years there has been a great improvement in this respect. Improved methods of teaching beginners to read have been discussed in the meetings of our State Association, at county institutes, and in teachers' meetings.

Excellent articles on this subject have been written by teachers who have had large experience, and who have been eminently successful in this department. These articles have been published in our educational journals and in works on pedagogy, and have been read by a large number of the teachers of the State.

Through these and other influences, a great change has been wrought in the teaching of reading, and it is probable that the remark of Dr. Northrop is no longer applicable to the great majority of our schools.

There has been a great improvement, too, in our readers. Old series have been revised, and new series of books have appeared. They are beautifully illustrated, more attractive in every way, and, generally, better graded.

During the past ten or fifteen years some of our best authors have been engaged in writing especially for the young; consequently the present readers contain many more selections that are not only interesting and valuable reading, but they are especially suited to the children of the different grades.

While there has been this marked improvement in the methods of teaching and in the readers provided, is it not true that much remains to be done in the way of developing the "power and habit of reading," which, in its real sense, has been said to be the "highest function of the school?"

In my own judgment, we need more time for reading, especially in the lower grades of schools. If the time now given to number and arithmetic in the first two and perhaps three years of the child's school life were devoted to reading, talking, and *language exercises*—to a thorough and complete understanding of the vocabulary of words then at his command—a much better foundation would be laid, and the impetus gained would be felt for good through all the higher grades.

I believe, under such circumstances, the pupils would advance as far in arithmetic during the fourth and fifth years as they now do in the five.

The child needs to *read more*. As he learns to skate by skating, to write by writing, and to talk by talking, so he learns to read by reading.

I do not mean by more reading that he should be advanced more rapidly from one grade to another, but he should have *more reading* of *the same* grade.

It is not enough that he be able to see the words one by one and pronounce them, he should be able to comprehend the thought of the piece, to enter into the spirit of it, and to read it with some degree of ease and expression.

All the words in his vocabulary should have a meaning to him, and he should be so familiar with them that they will *never trouble him afterwards*.

To do this he must see them under other circumstances, and in different relations to each other. In many cases, too, the scholars have become familiar with the selections in the regular reader, without any study, or fixed attention upon the words themselves, through other classes in the same room, or older brothers and sisters at home. Hence arises the necessity for supplementary reading.

The general demand for something of this kind has led, during the past three or four years, to the publication of supplementary readers, geographical and historical readers, children's magazines, news summaries, leaflets, etc.

The teacher now has a large variety from which to select. Babyland, Easy Lines and Fresh Leaves, Easy Steps for Little Feet, and Little Folks' Reader for the younger pupils. Wide Awake, Young Wide Awake, Our Little Ones and The Nursery, Harper's Young People, St. Nicholas, Golden Book of Choice Reading, and Book of Tales, Swinton's Story Teller, and Readings in Nature's Book for those a little more advanced.

For those in the Fifth Reader and upward, The Sense Reader, The Youth's Companion, Scholar's Companion, The Pupil's Companion, Seven American Classics and Seven British Classics, The School Herald, The Week's Current, Leaflets from Longfellow, Whittier, Lowell, and Hawthorne, School Editions of Shakespeare's Plays, etc.

The difficulty is not so much what to select as how to obtain it.

This difficulty can be removed in several ways. In some cases Boards of Education can be made to see the advantage to be derived from such a course, and can be induced to appropriate a sufficient sum to purchase enough First Readers of two or three different series from the one used in the school, to supply as many rooms, and by exchanging, a large amount of additional reading is secured. Another year

the same may be done with Second Readers, and so on—the readers in every case to be considered the property of the school.

In some cases, one or more citizens of wealth, interested in the welfare and progress of the school, will gladly furnish the means needed for such a purpose, if the subject is properly presented to them.

Entertainments may be given by the school, and the proceeds used for the purchase of supplementary reading.

Scholars will oftentimes contribute liberally of their own money, and, in more than one instance, I have known of superintendents and teachers paying for such reading out of their own pockets, and I know they have felt amply compensated in the satisfactory results obtained.

Supplementary reading has been tried for a number of years in many of the schools of Ohio, and, so far as I can learn, in every case with good results. Supt. R. W. Stevenson, of Columbus, in his report for 1882, says: "In accordance with the discretionary power given to the superintendent in providing additional reading matter to the readers used in the schools, supplementary reading was arranged for in several grades. Vaile's Easy Lines and Fresh Leaves were used with excellent results in the three lowest grades. They were found to be well adapted to school-room work, and were very suggestive to teachers in giving that variety to the reading exercises which assists in holding the attention and interest.

In the other grades, readers were supplemented with a great variety of papers, periodicals, and books.

Among these were The Youth's Companion, Harper's Young People, St. Nicholas, Old Times in the Colonies, Story of Liberty, Boys of '76, Miss Hodgson's Leaflets, Peaslee's Memory Gems, Eliot's Poetry for Children, School Classics, and a Boy's Journey Around the World. The teachers endeavored, and, to some extent, were successful in directing the reading of the children by making prominent in their conversation about books those of an excellent and substantial character.

Various methods were used to instruct pupils in standard books. One way which was quite successful was to relate to the pupils in an attractive manner a story, historical or biographical facts, incidents, events, etc., and then recommend the books from which they were taken, and state that these books could be obtained in the Public School Library.

In conclusion, he says—"The vast amount of reading which was done by the pupils outside of school was found to be a great assistance to teachers in all their work of instruction. Its good effect upon the conduct, the manners, and the spirit of the pupils was everywhere ap-

parent. Pockets in which were concealed dime novels, and sensational stories, gave up their contents and claimed a better literature.

The boys were born again and are growing into a new and better life."

This suggests an important branch of my subject. Is it not true that an examination of the pockets and, in some cases, the desks of our pupils would reveal dime novels, and a kind of literature pernicious in its influence, debasing in its tendency, and calculated to counteract the good influences of the school?

The dime and nickel libraries with their Red River Pilot, The James Boys, The Border Bandit, The Rival Scouts, The Boy Scouts of the Sierras, Jack Stanton the Convict, Bullet Head, the Colorado Brave, A Yankee Cossack, or the Queen of the Nihilists, Montana Nat, and The Ghouls of the Sea, are exerting an evil influence upon our boys, and doing an amount of injury that cannot be estimated.

Some time ago a triple hanging occurred in Stark County. A little while before the young men were executed, one of them, who had not reached the age of manhood, stated in a conversation with a friend that he had been led astray largely through the influence of such reading.

There is another kind of literature that finds its way into a large number of homes, and is largely devoured by young people.

A few days ago I made inquiry at our leading periodical and book store, in reference to the kind and number of papers sold, on an average, during the week, with the following result: Fireside Companion, 125 copies; New York Weekly, 75; Saturday Night, 45; New York Ledger, 20; Family Story Paper, 15; and about the same number of Frank Leslie's Boys and Girls' Weekly and Golden Days; Harper's Weekly, 12; Scientific American and Supplement, 6 or 8, and an equal number of the Artisan and Builder. Of course, a large number of daily and weekly newspapers are sold during the same time, and, in the course of a month, about 22 copies of Harper's Monthly, 30 of The Century, 25 or more of St. Nicholas, and a varying number of other monthly and weekly journals.

While the papers that head this list may not be considered quite so harmful in their influence as the first referred to, they certainly cannot be regarded as improving to the mind or beneficial to the reader.

I was happily disappointed in finding that comparatively few copies of the Dime and Nickel Library have been sold during the past two or three years. I attribute this largely to the influence of our Public School Library, and the enlargement and great improvement of our S. S. libraries.

our knowledge of the qualities of matter will depend somewhat upon the soundness of our bodies.

If the eyes are blind, then the mind cannot see. If the ears are stopped, the mind cannot hear. Or, if the senses of sight and hearing are unsound, then the mind will be in danger of seeing when no object of sight is present, and of hearing when there is no sound. If the *elements* of our knowledge are unreliable, the knowledge itself will have nothing real corresponding to it. Unless our simple ideas correspond to their objects, a knowledge of truth is impossible; besides, there is no right activity, except that which results, or has a tendency to result, in the discovery of the truth.

As the mind is affected by its own acts, if a poor body prevents it from reaching out and taking hold of things as they really exist, then such mental acts will be occasioned as will warp and weaken the mind, and render it unfit for reliable service. It is a great mistake to suppose that all exertion of active power strengthens the mind. Unless the *conditions* of activity are complete, the more the mind attempts to do, the more confused will it become.

Again, our rational emotions owe their origin and their character primarily to our intellectual acts; but as our intellects are disturbed by physical weakness, so, indirectly, are our sensibilities seriously affected by the unnatural conditions of our bodies. We can never tell whether we have occasion to feel pleasure or pain, why we are melancholy or cheerful, whether there is cause for hope or despair, until we have examined our physical organism to see how the organs are performing their functions. The body is a physical thing, and the mind is spiritual, and we cannot tell through what mysterious medium the two produce their effects, each on the other; but we do know that in this world neither can live without the other: we know also that good physical health is essential to all true activity and to all harmonious development of the powers.

The teacher, then, should strive for a sound body with as much fidelity as for sound learning and good methods. In the pursuit of this important end he should receive aid and co-operation from all those who hold authority over him, as well as from those who are subject to his control. The amount of service required of him should have some well-defined and rational limit. His vacations and resting days should be appointed with reference to the fact that school-teaching is the most exhausting labor known to the race; that rest is for the renewal of those vital forces which the mind uses in the exertion of its power, and that ample physical rest is as necessary to mental life as it is to the life of the body.

The conditions of work, productive work, are strength, courage, and an abundance of good material to work with and upon. The ability to rest depends upon the existence of leisure, cheerfulness, and an aversion to the exertion of active power. But courage and cheerfulness, two essential conditions of rational effective work and successful rest, are yet impossible to the teacher, if he is made the subject of ignorant or unsympathetic criticism. We were made to work together for common ends. Discord is as unnatural as disease. Individuals acting alone are weak, but when combined into harmonious communities they become strong, and can do anything which human effort is adapted to accomplish.

What I have said of the relations of good physical health to mental health, and to all reliable mental activity, of the relations of cheerfulness and courage to physical health, and of the relations of a sympathetic co-operation to cheerfulness and courage; is neither new nor beyond the experience of every successful teacher, and every superintendent of schools. But the importance of these things is not always observed; and there follows, as an inevitable consequence, a waste of strength, and a loss of that joy which is an inseparable companion of healthful labor.

Good health is a *condition* for successful teaching, while knowledge and objects of knowledge are the *means*. If we turn our attention to the ends every intelligent teacher aims to secure, we shall learn what he must know to secure them.

He must know, among other things, for what purpose his school is organized, and his pupils taken from their homes, both by the laws of the State and by the free will of parents, and placed for a time under the parental as well as the educational care of a school-teacher. If it is that they may acquire useful knowledge, then the teacher must know what *is* useful knowledge, and by what processes it is best acquired. If it is such a training of the powers as will enable the children, when they come to be members of society, to perform justly the duties of social life, then he must know in what such training consists, and to what processes the mind must be subjected that it may be produced. If the child is to be treated in his school-work as though he were an end unto himself, then the teacher must lead him to perform such acts in study, in recitation, in play, and in observing school-rules, as will train him into the possession of a good individual character.

As the teacher is to do all these things, viz., teach useful knowledge and train the children into good citizens, and good persons, he must understand the philosophy of teaching, and be master of the branches of learning which utility and human development require to be taught.

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stand, but at some time in his course of study he must learn to express clear conceptions in clear language. Many a demagogue has led himself and his followers astray by using sounding words without knowledge. A committee of political reformers who had visited John Stuart Mill were silenced, not by logic or demonstration, but by the request to explain what they meant by a certain word used in their report. A

REPLY TO A CRITICISM.

Brother Kuhn seems to take exception to my disposition of the word "where" in the sentence, "They sold the farm where your mother lives." He says "Our Grammars tell us, and correctly too, that conjunctive adverbs are equivalent to two phrases, one containing a relative pronoun, and the other, the antecedent of that relative pronoun." He also asks me to write the two phrases to which the conjunctive adverb "where" is equivalent. His interrogation point enclosed in a parenthesis shows that he has doubts about something. If I knew just to what he takes exception, I should know better how to answer him. I don't know whether he doubts the adverbial force of "where," its use as a connective, or the adjective character of the clause which it introduces. If Bro. Kuhn will place the modifying word "usually" before "equivalent," so that it will read as follows: "Conjunctive adverbs are usually equivalent to two phrases," I will agree not to quarrel with him.

It is not uncommon for a conjunctive adverb to introduce an adjective clause. In such cases, they are equivalent to a phrase containing a relative pronoun. Without further remarks, let us appeal to "the law and the testimony."

"The conjunctive adverbs, *when, where, whither, whence, how, and why*, are sometimes so employed as to partake of the nature of pronouns, being used as a sort of special relatives, which refer back to antecedent nouns of time, place, manner, or cause, according to their own respective meanings, yet, being adverbs, because they relate, as such, to the verbs which follow them." (Goold Brown.)

• "The adjective clause is generally connected with the principal proposition by a relative pronoun or a relative adverb, equivalent to the relative pronoun and the preposition governing it." (Swinton.)

Ex.—"In a *time when* thou mayest be found."—Bible.

"To that *part* of the mountain *where* the declivity began to grow *craggy*."—Dr. Johnson.

“Look unto the *rock whence* ye are hewn.—Bible.

“So at the *post*

Where he hath set me in his providence,
I choose for one to meet him face to face.”

—Whittier.

Fitchville, O.

W. D. DRAKE.

ANSWERS.

Q. 3, p. 290.—“From” is a preposition; it shows the relation between perpendicular and *is* inclined. “To” is a preposition; it shows the relation between “plane” and *perpendicular*. “To the plane” is an adjective phrase, limiting “perpendicular,” “The axis is inclined $23\frac{1}{2}^{\circ}$ from a perpendicular.” What perpendicular? “A perpendicular *to the plane* of its orbit.”

Norton Center, O.

F. SCHNEE.

Q. 2, p. 486.—I think not, nor does Dr. Harvey think so, or he certainly would have mentioned them in his Grammar, but I am anxious to hear from J. H. W. Schmidt.

J. P. K.

Q. 3, p. 486.—I quote from the “Educational Notes and Queries,” published by W. D. Henkle, the following: “Oliver Cromwell caused the stamp of the cap of Liberty to be placed upon the paper used by the government. Soon after the Restoration, Charles II. having need of some paper for dispatches, some of this paper was brought to him. On looking at it he inquired the meaning of it, and, on being told, he said, ‘Take it away; I’ll have nothing to do with a *fool’s cap*.’” Charles II. doubtless regarded the Protectorate of England by Cromwell, a fool’s government, and the cap of Liberty, a fool’s cap.

J. P. K.

Foolscap; so called from the water mark of a fool’s cap and bells used by old paper makers. See *Webster*, under water-mark.

A. M. M.

Derived from *folio capo*, Italian for first sized sheet.

S. F.

Q. 4, p. 486.—The Vice President of the United States is not a member of the President’s Cabinet.

I. W. A.

Q. 6, p. 486.—The term “fourpenny” means, as applied to nails, four pounds to the thousand nails, “sixpenny” means six pounds to the thousand, and so on. This is an old English term, and meant at first “ten pound” nails (the thousand being understood), but the old English clipped it to “tenpun,” and from that it degenerated until “penny” was substituted for “pound.” When a thousand nails weigh less than

one pound, they are called tacks, brads, etc., and are reckoned by ounces.

W. L. BRENIZER.

"Formerly nails were not made as now, by machinery, but by hand, and those who made them were paid by the thousand for making them. For small nails, 3 pence (Eng. money) was paid; for larger ones 6 pence, 7 pence, 8 pence, 9 pence, and so on, according to the size. These nails then became known as 3-penny, 6-penny or 10-penny, and we know them by the same names still, although they are not made so now." I take the above explanation from E. N. and Q., Vol. II, page 75. Ans. 1st. I have also read that one thousand 3-penny nails weigh 3 lbs, one thousand 8-penny nails 8 lbs., etc. This can be tested by experiment. I believe, however, that the first explanation is the most satisfactory.

JOHN P. KUHN.

Apple Creek, O.

The term penny was probably at one time a weight, when applied to nails, to indicate the size, as well as to other objects. The term penny was a weight exclusively.

At the present time, a penny when applied to nails is a fourth of an inch in length. Two-penny nails are one inch long, three-pennys one and a fourth, and so on.

A somewhat similar term is the numbers, 30, 36, 40, etc., on the spools of thread. The figures represent the number of hanks to the pound; each hank measuring 840 yards. Number 36 thread contains 36 hanks of 840 yards each to the pound of thread.

JOSEPH REA.

Penny; a copper coin, one-twelfth of a shilling, often indicated by the letter *d*, the initial of the Latin *denarius*. As applied to nails the word indicates value or price. For example "ten penny" = valued or sold at ten pence.

A. M. M.

Berea, O.

Nails are cut so many to the pound, as six penny, being 1,000 nails to six pounds of iron; ten penny, 1,000 nails to ten pounds, and when ordering, the six pound, nine pound variety, etc., is called for, till the English abbreviation "pun" for pound has been made to stand for penny instead of pound.

M. TOPE.

Q. 8, p. 486.—Gotham is the name of a parish of Nottinghamshire, England, the rusticity of whose inhabitants gained for them the proverbial appellation, "The wise men of Gotham." Washington Irving, in his "History of New York from the Beginning of the World to the End of the Dutch Dynasty," satirically applies the term to New York in the time of the Dutch.

Q.

Gotham is the name of a town in England, whose inhabitants are **said** to have been noted for their frequent blunders. The term has of **late** been applied to the city of New York on account of its many official acts which are looked upon as blunders. JOSEPH REA.

Gotham.—A popular name for the city of New York; first given to it in "Salmagundi," a humorous work by Washington Irving, William Irving, and James K. Paulding, because the inhabitants were such wiseacres. W. F. V.

Andrew Borde, a facetious writer, and a native of Gotham, founded his *Merrie Tales of the Wise Men of Gotham* upon the proceedings of commissioners appointed by the King to prevent unauthorized persons from setting "nettes, or anywise taking fish, within the privilege of the march of Pevensey." S. F.

Q. 9, p. 486.—The Star Chamber was an English court of very ancient origin. During the reigns of Henry VI, and VII, its jurisdiction was greatly changed. In this chamber, trials for many misdemeanors, such as riots, perjuries and official offenses, were heard without a jury. The court was abolished during the reign of Charles I.

Blackstone was of the opinion that the term originated from the fact that the court was held in the same room at the exchequer where were deposited the chests containing the Jewish contracts and obligations called starrs. JOSEPH REA.

Star Chamber:—Originated from the Hebrew Shetar, pronounced shtar. It was a room at the exchange where the chests containing certain Jewish contracts and obligations called starrs were kept.

2. An ancient court of criminal jurisdiction in England, which sat without the intervention of a jury. The court exercised extensive power during the reign of Henry VIII, and his successors. Abolished during the reign of Charles I. W. F. V.

The origin of the term "Star Chamber" is much disputed. A very plausible explanation is that it arose from the ceiling of the chamber being ornamented with gilded stars. S. F.

Q. 10, p. 486.—*Gunter*. Edmund Gunter, an English mathematician, who lived 1581–1626. He invented the chain commonly used for measuring land. A. M. MATTISON.

Berea, O.

Q. 5, p. 436.—The Biblical Cyclopedia is doubtless correct in saying that the daily sessions of the Constitutional Convention of 1787 were not opened with prayer. I. W. ANDREWS.

Q. 1, p. 290.—All except Venus, Uranus, and Neptune. The rotation of these three is not yet determined. J. J. B.

Bucyrus.

our knowledge of the qualities of matter will depend somewhat upon the soundness of our bodies.

If the eyes are blind, then the mind cannot see. If the ears are stopped, the mind cannot hear. Or, if the senses of sight and hearing are unsound, then the mind will be in danger of seeing when no object of sight is present, and of hearing when there is no sound. If the *elements* of our knowledge are unreliable, the knowledge itself will have nothing real corresponding to it. Unless our simple ideas correspond to their objects, a knowledge of truth is impossible; besides, there is no right activity, except that which results, or has a tendency to result, in the discovery of the truth.

As the mind is affected by its own acts, if a poor body prevents it from reaching out and taking hold of things as they really exist, then such mental acts will be occasioned as will warp and weaken the mind, and render it unfit for reliable service. It is a great mistake to suppose that all exertion of active power strengthens the mind. Unless the *conditions* of activity are complete, the more the mind attempts to do, the more confused will it become.

Again, our rational emotions owe their origin and their character primarily to our intellectual acts; but as our intellects are disturbed by physical weakness, so, indirectly, are our sensibilities seriously affected by the unnatural conditions of our bodies. We can never tell whether we have occasion to feel pleasure or pain, why we are melancholy or cheerful, whether there is cause for hope or despair, until we have examined our physical organism to see how the organs are performing their functions. The body is a physical thing, and the mind is spiritual, and we cannot tell through what mysterious medium the two produce their effects, each on the other; but we do know that in this world neither can live without the other: we know also that good physical health is essential to all true activity and to all harmonious development of the powers.

The teacher, then, should strive for a sound body with as much fidelity as for sound learning and good methods. In the pursuit of this important end he should receive aid and co-operation from all those who hold authority over him, as well as from those who are subject to his control. The amount of service required of him should have some well-defined and rational limit. His vacations and resting days should be appointed with reference to the fact that school-teaching is the most exhausting labor known to the race; that rest is for the renewal of those vital forces which the mind uses in the exertion of its power, and that ample physical rest is as necessary to mental life as it is to the life of the body.

The conditions of work, productive work, are strength, courage, and an abundance of good material to work with and upon. The ability to rest depends upon the existence of leisure, cheerfulness, and an aversion to the exertion of active power. But courage and cheerfulness, two essential conditions of rational effective work and successful rest, are yet impossible to the teacher, if he is made the subject of ignorant or unsympathetic criticism. We were made to work together for common ends. Discord is as unnatural as disease. Individuals acting alone are weak, but when combined into harmonious communities they become strong, and can do anything which human effort is adapted to accomplish.

What I have said of the relations of good physical health to mental health, and to all reliable mental activity, of the relations of cheerfulness and courage to physical health, and of the relations of a sympathetic co-operation to cheerfulness and courage; is neither new nor beyond the experience of every successful teacher, and every superintendent of schools. But the importance of these things is not always observed; and there follows, as an inevitable consequence, a waste of strength, and a loss of that joy which is an inseparable companion of healthful labor.

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—J. H. Phillips, for many years principal of Gallipolis High School, now superintendent of the schools of Birmingham, Ala., is succeeding well in his new field of labor.

—Dr. E. E. White, late President of Purdue University, is soon to return to Ohio and take up his residence at Walnut Hills, Cincinnati, where he will engage in literary work.

—"Mr. Chas. Evans, of the Intermediate department, and Miss Lida Orr, of the Primary, are two most efficient workers," writes Superintendent Leonard of his co-laborers at New Holland.

—R. D. Neal, a teacher of long experience, has been appointed examiner in Gallia County, in place of Alex. Baird, Jr., who resigned to take charge of the Public Schools of Charleston, Missouri.

—W. McK. Vance, a graduate of Ohio Wesleyan University, has taken Mr. J. H. Phillips's place as principal of Gallipolis High School. The pupils and people are well pleased with Mr. Vance.

—Hiram Sapp, an Ohio school-master abroad, has been doing effective service as an institute instructor in Nebraska. His three-weeks work in the Polk County normal institute is highly commended by the local papers.

—A. F. Bechtel, for six years principal of the schools of Lexington, O., and elected for the seventh year, resigned to accept the position of chief clerk in a Kansas insurance office. J. A. Wilson, Professor of Natural Sciences in Ohio Central College, is his successor.

—Albert Leonard, a student of Ohio University, has recently taken charge of the schools of New Holland, Pickaway County. He has made a good beginning, to which the *New Holland News* testifies as follows:

This week completes the first month of the present year of our schools, and we believe we speak the feeling of both parents and pupils when we say that the month has been a highly successful one. Everything has gone along in harmony from the first, and it now looks as if we are to have one of the best years in the history of our schools.

BOOKS AND MAGAZINES.

Essays on Educational Reformers. By Robert Herbert Quick. Cincinnati: Robert Clark & Co. Reading Club Edition. Sent by mail for one dollar.

This book gives an account of the lives and thoughts of the great thinkers in the field of education. Those who desire to study the underlying principles of all right methods of teaching, can not, probably, find anything better in the English language. The Ohio Teachers' Association has very properly given it a prominent place in its course of reading for teachers.

A Plea for Spoken Language. By James E. Murdoch. Van Antwerp, Bragg & Co., Cincinnati and New York.

This volume is the result of the author's experience as an elocutionist—an exposition of the principles and methods he has found useful in the study and

practice of the art of vocal expression. Various systems of voice-training are treated, with a decided leaning toward that of Dr. Rush. An appendix contains Barber's essay on Rhythmus, and Hill's essay on the Dramatic Passions-

Cumulative Method for Learning German, adapted to schools or home instruction. By Adolphe Dreyspring. New York: D. Appleton & Co.

It is estimated that persons of ordinary education use, on the average, not more than 600 words in ordinary conversation. In this book about 700 words in common use; with their necessary adjuncts and particles, are woven into a series of progressive lessons in such a way as to sustain the interest and secure the steady advancement of the pupil. In the course of these lessons each word re-appears from twelve to thirty times, making the pupil familiar with the full force of its meaning in its varied forms and relations. The plan is philosophical, and the book must prove a valuable guide to the young student of the German language.

Modern Spanish Readings, embracing Text, Notes, and an Etymological vocabulary. By William I. Knapp, Professor in Yale College. Boston: Ginn, Heath & Co.

How to Write English: A Practical Treatise on English Composition. By A. Arthur Reade. Third Edition. Philadelphia: J. B. Lippincott & Co.

The hundred pages of this little book contain more good practical sense on the subject of which it treats than most books of much greater pretensions.

Scott's The Lady of the Lake. Edited with notes by William J. Rolfe. Boston: James R. Osgood & Co.

Clear white paper, large type, beautiful illustrations and handsome binding make this a desirable edition for home or school use. Price, 75 cents. Forty-five cents will secure a copy for examination.

Worcester's New School Dictionary. Published by J. B. Lippincott & Co., Philadelphia.

Besides the vocabulary, there is a table of Words and Phrases from Foreign Languages; tables giving the pronunciation of Greek, Latin, and Latinized Geographical, Biographical, and Mythological names; the pronunciation of the names of Distinguished men of Modern Times; the Pronunciation of Modern Geographical names; a table of Abbreviations used in Writing and Printing, etc. This is an entirely new edition, designed to supersede all former editions.

History of the New York State Teachers' Association. With Sketches of its Presidents and Prominent Members. By Hyland C. Kirk. New York: E. L. Kellogg & Co.

Among the numerous portraits, we recognize those of E. A. Sheldon, S. D. Barr, Oliver Arey, J. Dorman Steele, J. H. Hoose, J. W. Armstrong, and Neil Gilmour.

Normal Music Course. By John W. Tufts and H. E. Holt, New York, Boston, Chicago, and San Francisco: D. Appleton & Co. C. B. Ruggles, agent, Cleveland, O.

The "Course" consists of five books accompanied by Charts and a Manual for the use of teachers. Music is now a part of the regular course of instruction in most of our public schools, and should be in all; and the demand for text-books properly graded and based upon rational methods of instruction is well met in this course.

A Natural History Reader, For School and Home. By James Johonnot,

author of "Principles and Practice of Teaching," etc. New York: D. Appleton & Co. C. B. Ruggles, agent, Cleveland, O.

This book is a companion to the Geographical Reader by the same author. The best things about plants and animals have been culled from the best English and American books and periodicals. The literature is of a high order, yet not above the comprehension of the average fifteen-year-old boy or girl. It is a book which will charm intelligent young people. They will not read it as a task, but with zest and interest. We cannot commend it too highly. It is admirable for supplementary reading, in school or at home, and would be an excellent substitute for most of the higher readers now used in schools.

The Elements of Chemistry, for the use of Academies, High Schools, and Colleges. By E. J. Houston, A. M., author of Houston's Physical Geography. Philadelphia: Eldredge & Bro. Price, \$1.50. To Teachers, for examination \$1.00.

This work just issued presents the latest developments of chemical science. Part First, devoted to Theoretical Chemistry, treats of the nature of chemical force, the theory of chemical combinations, etc.; Part Second is devoted to Descriptive and Experimental Chemistry; and Part Third, to Organic Chemistry. The Syllabus and Review Questions at the end of each chapter will be a convenience to teachers and helpful to pupils. It is undoubtedly a good, working text-book.

MAGAZINES.

The Journal of Christian Philosophy. Edited and published by John A. Paine, Room 30 Bible House, Astor Place, New York. Vol. III, No. 1.

The aim and scope of this magazine is to "recast the theistic arguments, restate the evidences of Christianity, to sustain Christian faith, and promote a more general and thorough culture in the reasons of our Christian hope." It has a long list of very able contributors, including such names as Noah Porter, Howard Crosby, Joseph Cook, Francis L. Patton, A. J. F. Behrends, and Lyman Abbott. The October number before us contains 144 pages. The volume consists of five bi-monthly numbers. Price \$2.50 a volume.

The Century for November has for a frontispiece a portrait of Queen Victoria at the age of nineteen, and a biographical sketch of the Queen (with portrait) by M. O. W. Oliphant. Glimpses of Paris, The Bread-winners, Nature in England, and The Capture of Jefferson Davis, are some of the other leading articles.

The North American Review for November is fully up to the high standard of former issues. Senator Anthony writes of Limited Suffrage in Rhode Island; Dr. Norvin Green, President of the Western Union Company, presents considerations against the General Government's assuming the management of telegraph lines; Prof. Balfour Stewart treats of Solar Physics; and Rev. David N. Utter "brings from oblivion certain alleged atrocious crimes of 'John Brown of Ossawatimie.'" There are also other articles of interest.

The Popular Science Monthly for November has its usual array of ably written articles. Teachers affected with the "anti-recess craze" should read "The Utility of School Recesses," by Joseph Carter. The editor has a rejoinder of considerable length to President Porter's reply, in the *Princeton Review*, to Charles Francis Adams on the Greek question. The conclusion is that "the study of the dead languages as a leading element of the higher education in this age is and must remain a failure."

The Atlantic Monthly for November has variety enough to suit all tastes. There are stories, and travel, and poetry, and weightier articles, all excellent. "What Instruction should be Given in our Colleges," by Albert S. Bolles, is a plea for college instruction suited to modern life—less of the dead past, more of the living present.

Dio Lewis's Monthly. The third number of this new magazine is fully up to its predecessors.

St. Nicholas, for November, will delight the boys and girls.

-THE-

Ohio Educational Monthly;

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, }
J. J. BURNS, } EDITORS.

Volume XXXII.

DECEMBER, 1883.

Number 12.

GOOD POINTS IN IOWA'S SCHOOLS.

BY W. M. FRIESNER, CEDAR RAPIDS, IOWA.

Every State in the Union has weak places in its school system; and it is probably as safe to say that each State is characterized by good points which are peculiar to itself. It is the purpose of this article, with no attempt at classification, to mention some of the good points in Iowa's schools.

Many of the country school-districts are very small, some of them containing as few as ten to twenty pupils. The short distances the children go to school enable them to attend longer and more regularly. Our State University is second only, in the West, to the University of Michigan. Its reputation is not confined by state lines. Graduates of first-class high schools are admitted to the Freshman Class, thus making its influence felt in every part of the State. We are also fortunate in the possession of a State Normal School, which, though young, is doing most excellent work.

The State Teachers' Association is an organization of which we are proud. The sessions are held at the holiday vacation, when every one is thoroughly imbued with the work of the year. The results are carried home by hundreds of earnest teachers and superintendents and put to immediate use.

The attendance at this meeting is marvelous as to the different branches of the work represented. The State Superintendent of Instruction is there. So are the presidents and professors of the State Institutions, including the instructors from the Reform Schools, etc. All the denominational colleges, and even academies and private schools, are well represented. Of course the city superintendents and graded school teachers are numerous. The county superintendent, with many of his country teachers, come up and take active part in these very profitable meetings.

It has been urged against creating county superintendents in Ohio that good men will not get into the office. Many of Iowa's county superintendents have State reputations for thoroughness and efficiency; some of them are ladies, too. Marshall County's superintendent has recently taken a position in the Cook County (Chicago) Normal School, with Col. Parker, of Quincy fame. There are no large cities in the State, yet there are a dozen city superintendents who are the equals of a like number anywhere. Dubuque has no city superintendent, but five principals spend half their time in supervision, which gives the city an equivalent of two-and-a-half superintendents, something that few cities are blessed with.

There are no politics in local school elections. These elections are held on a separate day, with no interests at stake but the good of the schools. Good school men are consequently chosen, and remain on school-boards for many terms of three years each. This results in a like disposition to make few changes in teachers and superintendents. There is a stability that I have seen nowhere else. There are no large school-boards to complicate affairs, the maximum number being six.

County high schools may be established. So far only one has been attempted. Its career has been carefully watched, and its results are so clearly satisfactory that others are likely to follow.

Our county normal institutes are a powerful factor in the training of teachers, particularly those of the country who have fewer other opportunities for such training. One of these "normals" is conducted each year in every county in the State. They partake of the nature and government of a regular school. Every teacher in the county is expected to attend. There is a uniform course of study provided for the State, consisting of four years' work. The length of the session is usually limited by the revenue on hand. The sources of revenue are \$50 from the State, a registration fee of \$1 from each attendant, and the \$1 which each applicant for a teacher's certificate pays. The maximum time for which teacher's certificates are granted is one year, so there is usually a goodly number of dollars in the treasury. The

largest normal fund in any county for 1882 was \$1,213, the smallest \$151. The shortest time any normal was in session for the same year was two weeks, and the longest nine weeks. The average was three weeks. The county superintendent is the officer in charge. He, with the assistance of the State Superintendent, provides suitable instructors, one of whom acts as conductor. Sometimes, however, the county superintendent acts as conductor himself.

The graded schools are usually organized on the twelve years' course of study, with four years each in the primary, grammar, and high school grades. Half-yearly promotion is the rule in the State. This arrangement produces two classes in each room, and divides the work and time of the teacher quite satisfactorily. A closer and better system of grading is possible when pupils can be promoted or demoted at short intervals. The school year generally consists of thirty-six weeks, which are sometimes divided into periods of six weeks each for the purpose of written examinations. Promotions, then, take place at the end of the third and sixth periods, and are based on an average of the three examinations.

There are but few special teachers, and rarely is there a foreign language taught, except in the high schools, so that exact organization is easily obtained.

Iowa is one of the fine agricultural States of the Union. Its fertile prairies have attracted and are supporting an intelligent people. That activity which is peculiar to a growing, thriving community is everywhere felt, even in the schools.

All the good points mentioned, with, perhaps, many other influences, have combined to give Iowa a lower per cent. (2.4) of illiteracy than any other State in the Nation. Much as I know of Ohio's schools, and much as I admire them, when they are compared with Iowa's schools they must, in my humble judgment, stand second in many respects.

PROBLEMS IN PERCENTAGE.

BY M. A. RUBLE, SULPHUR GROVE, OHIO.

This brief presentation of my method of solving problems in percentage is given with the hope that it may be in some degree helpful to some of my fellow teachers. It may be called the hundred per cent. rule. Pupils should be led to observe that most problems in per-

centage contain the preposition *of*, and that the object of this preposition is 100 per cent.

CASE I.

- (1). What is 4 per cent. of \$850?
 100 per cent. = \$850.
 1 per cent. = \$8.50.
 4 per cent. = \$34.00.
- (2). What is $5\frac{1}{2}$ per cent. of \$250?
 100 per cent. = \$250.
 1 per cent. = \$2.50.
 $5\frac{1}{2}$ per cent. = \$13.75.
- (3). What is 8 per cent. of \$12.50?
 100 per cent. = \$12.50.
 1 per cent. = \$0.125.
 8 per cent. = \$1.00.
- (4). What is $6\frac{1}{4}$ per cent. of 320 days?
 100 per cent. = 320 days.
 1 per cent. = 3.2 days.
 $6\frac{1}{4}$ per cent. = 20 days.

CASE II.

- (1). What per cent. of \$75 are \$5?
 $\$75 = 100$ per cent.
 $\$1 = 1\frac{1}{3}$ per cent.
 $\$5 = 6\frac{2}{3}$ per cent.
- (2). What per cent. of \$2 are 2 m.? (3). What per cent. of 60 lb. are 4 lb.?
 $\$2 = 100$ per cent.
 $\$1 = 50$ per cent.
 $1 \text{ c.} = \frac{1}{2}$ per cent.
 $2 \text{ m.} = \frac{1}{10}$ per cent.
- (4). What per cent. of $\frac{3}{4}$ is $\frac{2}{3}$?
 $\frac{3}{4} = 100$ per cent.
 $\frac{1}{4} = \frac{100}{3}$ per cent.
 $\frac{1}{2} = \frac{200}{3}$ per cent.
 $\frac{2}{3} = \frac{2}{3}$ of $\frac{200}{3} = \frac{400}{9}$ per cent. = $88\frac{8}{9}$ per cent.

CASE III.

- (1). 560 is 14 per cent of what number?
 14 per cent. = 560.
 1 per cent. = 40.
 100 per cent. = 4000.
- (2). $133\frac{1}{3}$ is $16\frac{2}{3}$ per cent. of what number?
 $16\frac{2}{3}$ per cent. = $133\frac{1}{3}$.
 1 per cent. = 8.
 100 per cent. = 800.
- (3). 750 is 15 per cent. of what number?
 15 per cent. = 750.
 1 per cent. = 50.
 100 per cent. = 5000.
- (4). 7620lb. are $66\frac{2}{3}$ per cent. of how many pounds?
 $66\frac{2}{3}$ per cent. = 7620lb.
 $\frac{1}{3}$ per cent. = 38.1lb.
 $\frac{2}{3}$ per cent. = 114.3lb.
 100 per cent. = 11430lb.

CASE IV.

- (1). What number increased by 25 per cent. of itself = 500?
100 per cent. = the required number.
- 25 per cent. = the increase.
125 per cent. = 500.
1 per cent. = 4.
100 per cent. = 400.

(2). What number diminished by
 $16\frac{2}{3}$ per cent. of itself =
 20000.
 100 per cent. = the required
 number.
 $16\frac{2}{3}$ per cent. = the decrease.

$83\frac{1}{3}$ per cent., or $24\frac{0}{8}$ per
 cent., = 20000.
 $\frac{1}{8}$ per cent. = 80.
 $\frac{2}{8}$ per cent. = 240.
 100 per cent. = 24000.

THE TEACHER'S LESSON.

This little poem, from *Peter Parley*, combines sweet simplicity and sound pedagogics.

Children are simple, loving, true ;
 'Tis Heaven that made them so ;
 And would you teach them, be so too,
 And stoop to what they know.

Begin with simple lessons, things
 On which they love to look :
 Flowers, pebbles, insects, birds on wings—
 These are God's spelling-book.

And children know His A B C,
 As bees where flowers are set ;
 Would'st thou a skilful teacher be ?
 Learn, then, this alphabet.

From leaf to leaf, from page to page,
 Guide thou thy pupil's look ;
 And when he says, with aspect sage,
 " Who made this wondrous book ?"

Point thou with reverent gaze to heaven,
 And kneel in earnest prayer,
 That lessons thou hast humbly given,
 May lead thy pupil there.

TABULAR HISTORY OF THE UNITED STATES. COMPILED BY R. F. REMINGTON, NORWALK, OHIO.

356

Tabular History.

Admitted into the Union	President in Office.
1789, George	
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" "	
" "	
1791,	Washington.
1792,	"
1793,	"
1794,	
1795,	Jefferson.
1800,	Madison.
1801,	"
1802,	Monroe.
1803,	"
1804,	"
1805,	"
1806,	Jackman.
1807,	"
1808,	Taylor.
1809,	"
1810,	Park.
1811,	"
1812,	Pilgrimage.
1813,	Washington.
1814,	"
1815,	"
1816,	"
1817,	Lincoln.
1818,	"
1819,	Washington.

TERRITORIES.

CITIES.

Total Area of the United States (square miles).....	3579778
Total Population of the United States.....	50182868
Total Population of the Globe.....	1488887500

OHIO TEACHERS' READING CIRCLE.

BY. E. A. JONES, CORRESPONDING SECRETARY.

"How shall we organize?" and "How shall we conduct our meetings?" are questions repeatedly asked by correspondents from all parts of the State. An excellent plan of organization, and of work, was presented in a late number of the MONTHLY in an article entitled, "The Reading Circle in Medina County," by Supt. S. H. Heriman.

Thinking that a brief account of our Massillon Reading Circle would aid still further in answering these questions, I pen a few lines in reference to it. Nearly all of our teachers are members. We adopted a constitution similar to the one given in connection with the Medina report. A President, Vice-President, Secretary, Treasurer, and an Executive Committee of five were elected. The Executive Committee outline the reading that is to be done at home, and arrange the program for the regular meetings. We meet on Monday evening, once in four weeks, in the library of our High School building, where we have a good blackboard, maps, and books of reference.

The teachers decided to read Hailman's Pedagogy and Lowell's Poems. We are taking history by topic, and each teacher is allowed to exercise his own preference in regard to the books used. The committee decided upon ten meetings in the year, and have arranged the work accordingly. There are twelve lectures in the History of Pedagogy, and we are to take up one of them at each meeting. The two lectures on Pestalozzi will be taken as one, inasmuch as we have already given a good deal of time to that subject in previous teachers' meetings, and the last two lectures will be united.

The poems of Lowell have been arranged in sections, and the following topics reported in history: 1. The Mound Builders. 2. The Indians and the Columbian Discovery of America. 3. Columbus and His Times. 4. Other Spanish Voyages and Discoveries. 5. French Voyages and Discoveries. 6. English and Dutch Voyages and Discoveries. 7. The Colonization of Virginia and New England. 8. New York, Pennsylvania, and the Remaining Colonies. 9. Inter-Colonial Wars and The French and Indian War. 10. The Causes, Direct and Indirect, that Led to the Revolution.

The program for our first meeting includes the first lecture in Pedagogy, Life of Lowell and His Earlier Poems, and The Mound Builders. The President appointed one member to introduce the subject of the first lecture, another to prepare a written sketch of Lowell, three or four others to read or recite selections from his earlier poems, and still another to present the subject of the Mound Builders. After the presentation of each topic by the one appointed for that purpose, there will be an opportunity for discussion of the same, questions, criticism, quotations, etc., in which all the members participate.

Each member is expected to purchase a copy of Hailman and Lowell. Krusi's Pestalozzi, Quick's Educational Reformers, several of the volumes recommended in American history, and such books as MacLean's "Mound Builders," Anderson's "Discovery of America by the Northmen," etc., will be placed in our teachers' library for general use.

THE O. T. R. C.

BY ELLEN G. REVELEY, PRINCIPAL CLEVELAND TRAINING SCHOOL.

No truth is more apparent at the present time than that we live in a day of organizations. So soon as it is known that a number of persons are to pursue the same course of action, an organization is immediately effected.

The name Ohio Teachers' Reading Circle seems to have originated in the fact that a course of reading was marked out by a committee appointed for that purpose at the last Ohio Teachers' Association, and that, as was expected, many teachers of our State have already commenced to pursue the course recommended. The purpose was, if we mistake not, to lay out an advisory course, especially for the teachers remote from towns, shut out from social advantages, libraries, and such means of culture as towns and cities afford. But that it might be a means of greatest good to the greatest number, all teachers in the

State, experienced and inexperienced, trained and untrained, in city or country, were eligible to membership. The object is to gain all possible benefit by reading pedagogy, history, and poetry. That some must gain more than others is self-evident. To read, in the minds of the few, means to study, but to read is one of the certain ways to learn to study.

The result will be a wider acquaintance with educational reformers and their methods; a clearer insight of the development of constitutional liberty and social conditions in our country; a livelier imagination and more graceful expression of thought. Is it not true that, in many instances, the teacher who needs to gather most in this harvest is most isolated? To what extent then does a necessity exist for organization? Because one may profit by the thought that another mind has gained; in order that teachers of limited experience and culture may come into intellectual contact with those of finer culture; and that they may sometimes be able to realize that they have not read as thoroughly as they find others have read. Last but not least, organization is effective to fire the zeal, to lead to perseverance under discouragements. Yet, notwithstanding all the advantages of organization, of which we should avail ourselves, if possible, we believe that one may pursue this course of reading by sending his name to the Chairman of the Executive Committee in his own county, declaring his purpose, even though it be impossible to be actively associated with a reading club.

Such teachers should endeavor to read all the more carefully; they should be all the more determined to persevere, because each must depend wholly upon himself. "Read and you will know."

SUPPLEMENTARY READING.

H. L. PECK, BARNESVILLE.

It is generally conceded that supplementary reading is a necessity, if we would make of our pupils good readers—i. e., readers who can fluently read at sight matter composed of words which belong to their vocabulary, and which expresses thought within the range of their comprehension; readers who can quickly and accurately grasp the thought contained in a sentence or paragraph. A single series of school readers does not afford a sufficient amount and variety of reading matter to enable us to make of our pupils such readers as we desire to make of them. The activity of publishers in issuing "Supple-

mentary Readers" somewhat indicates the general feeling in regard to supplementary reading. It is not the purpose here to attempt any demonstration of the necessity for supplementary reading; it is assumed that the demonstration is found in every teacher's experience. Neither is it the purpose to pronounce any eulogium on the rich fruits that may be, or have been, harvested from the cultivation of this field. Let every teacher who would know what results may be secured, cultivate the field for himself.

It is my purpose to tell briefly how we are securing an ample supply of supplementary reading for some classes by the expenditure of a little labor and no money. In a few places boards of education buy and put into the hands of the pupils books and papers suitable for the purpose; in other places generous, progressive, self-sacrificing teachers do the same thing. But these cases are exceptional, and we can not fairly estimate general results by examining exceptional cases. We would make good readers of *all* the boys and girls who are educated in the public schools.

The chief obstacles in the way of securing supplementary reading are, the ignorance and indifference of teachers, *ditto* of parents, and the cost of matter suitable in form, quality, and quantity to accommodate large classes. None of these obstacles is insuperable, unless it be those mentioned in the second specification of the first and second counts.

Newspapers and youth's papers are the source from which we draw our supplies. When we find a story, a poem, a lively anecdote of persons or animals, a newsy paragraph, a historical or biographical sketch, anything that is suitable for any of our classes to read, we call in pencil and scissors to our assistance. If it be a story, it is divided into parts of the desired length by numbering 1, 2, 3, 4, etc., consecutively, from beginning to end. The story is then so clipped into slips that each slip bears one number. The slips are put into an envelope, which is endorsed with the name of the story, author's name, if known, the grade or class for which it is suitable, and any other facts desired, and we have some supplementary reading ready for use. If it be a poem, the stanzas are numbered, clipped, and treated as was the story. If it be a batch of news paragraphs, we put fifteen or twenty of them in an envelope and endorse it "Paragraphs." When it is desired to use supplementary reading, select what you wish—story, poem, anecdotes, or paragraphs—distribute the slips to the class, one to each member if possible. If there are more slips than members, give two to some; if there are more members than there are slips in the envelope, let some listen simply, remembering them in the next

distribution. Allow the class a moment in which to glance at the contents of their slips if you choose ; then call for the reading of No. 1, following with 2, 3, etc., successively, till all the slips are read. When all the slips have been read, all the pupils—at least all who gave attention—will have heard the entire story, and all will have had an exercise in “supplementary reading”—reading as good, too, if you have selected judiciously, as the average of that sent out by the publishing houses ; for much good reading matter, as well as much bad, finds its way into the papers. Gather the slips, return them to their envelope, and put it where it will be handy to get at for the use of another class, or of the same class, at some future time if desired.

Pupils may easily be taught how to perform all the labor of putting a story or poem in an envelope ready for use, and, with a little help and experience, will soon be able to assist in the selection of proper reading matter. Give the children a chance, doing your part toward making the exercise interesting and profitable, and you will have no trouble in securing an abundant supply of supplementary reading. A small application of a compound of ingenuity, energy, and perseverance will make a success of this exercise. Do not abandon it because your first attempt is not all you fancy it ought to be. The plan can be made to work as well in a country school as in a graded school ; it is not one of those things that “work well enough in the graded schools, but will not do for the country.”

Examine carefully all selections to assure yourself that they contain nothing objectionable.

After a story has been read, let the class reproduce it, orally or in writing, as a language lesson.

Following are the endorsements on two or three of my envelopes :

Poem.—Courageous Johnny.
From the Youth's Companion.
7 stanzas. For Rooms 6, 7 and 8.

Paragraphs.
For Rooms 8 and 9.

Story.—Lizzie Dane's Straw Flowers.
From Floral Cab.
20 paragraphs. For Rooms 7, 8 and 9.

Story.—A True Story of Florence Nightingale.
From Youth's Temperance Banner.
12 paragraphs. For Rooms 6, 7 and 8.

The idea can also be made serviceable in examining classes—in testing their real power and ability as readers. I have an indistinct impression that somebody gave me a part or all of the plan herein outlined, but I am unable to say who it was.

THE ART OF GOVERNING.

BY THE AUTHOR OF "PRESTON PAPERS."

Sir Arthur Helps, in "Companions of My Solitude," tells us that "So varied, extensive, and pervading are human distresses, shortcomings, sorrows, miseries, and misadventures, that a chapter of aid or consolation never comes amiss." In our profession the thing that seems to be most varied is government, and the chapter that never comes amiss is the one that will help to make public the golden secret for acquiring this art—for it is an art, and it can be acquired, though much more easily by some than by others.

To begin with, all government must be based on *common sense*. An ounce of this will do more and better execution in the management of any school than a ton of miscellaneous theories on the subject. And common sense will show at once that that is the best government which governs least. We do too much, ordinarily, in the way of reward and punishment. Children should not be taught to look for reward for right doing, but should be educated to do right for right's sake, to do well for their own sake. And on the other hand, they should not be looked upon as criminals for every minor offense. A proper degree of self-respect should be inculcated, and it can not be if every accident of the day is treated with the same rigor as a willful trespass. Both praise and blame are too common, while self-respect, self-control, and self-government are ignored or, worse yet, destroyed, by the injudicious teacher. Too much discipline is to be deplored as much as its converse. The "golden mean" is as desirable here as elsewhere.

Much that is done in the schoolroom had better be ignored—will be by the wise teacher, who is blessed with semi-blindness and semi-deafness when the occasion demands. Tact, discrimination, knowledge of character in general, and child-nature in particular, will determine this.

The successful manager anywhere will not be inflexible, unreasonable, dictatorial; at the same time he will not be made up of rose-water theories that are conspicuous as betrayers of his weakness. A

natural manager will get along more easily with difficulties than another who has only acquired the art by observation and experience; but either will reap abundant success where one who can not govern will meet with nothing but failure; and if any one lacks this element of success, he will soonest gain it by studying character—especially the individual characters of those with whom he is dealing, learning all that is possible of their home surroundings, outside influences, associates, reading, acquirements, aims, necessities, troubles, pleasures, ambitions, tastes, etc.

Get at the inner selves of the pupils and they are easily governed.

Newark, N. Y.

WASHINGTON LETTER.

DEAR MR. EDITOR:—I think I promised to give you some account of our work here.

In the first place, I do not want to feel that I have left the State of Ohio. It is natural, I suppose, for one to love the thing he labors for most, and vice versa. I love Ohio, where most of my feeble efforts have been made; and where I have so signally failed to realize my ideal of a normal school, based upon truly philosophical principles, and suited to the professional wants of teachers, as I understand them.

I believe, 1st, That a majority of our educational ideas and practices—good and bad—are either accidental or traditional, or at best, are based upon insufficient grounds, if the child-want is to be taken as the standard by which to measure them; 2nd, that our whole educational system needs revising and readjusting to this child-want; 3rd, that this, to all appearances, is a hopeless task if we rely upon the wretched tinkering of school laws by legislatures; 4th, that true kindergarten principles, as they relate to early childhood, give us the best insight into child-life and child-want, and suggest a truly philosophical system of education for all grades of schools; 5th, that however much may be done, in this direction, in the public schools, the private schools, by reason of their freedom from political and other restraints, offer the best opportunities, for the present, for carrying this reform into successful operation.

Therefore, with a hope of yet realizing the true ideal of education, we have been induced to anchor here, and to open up such kindergartens and training classes as shall enable us eventually to organize connecting classes—these constituting the “missing link” between the

centage contain the preposition *of*, and that the object of this preposition is 100 per cent.

CASE I.

- (1). What is 4 per cent. of \$850?
 100 per cent. = \$850.
 1 per cent. = \$8.50.
 4 per cent. = \$34.00.
- (2). What is $5\frac{1}{2}$ per cent. of \$250?
 100 per cent. = \$250.
 1 per cent. = \$2.50.
 $5\frac{1}{2}$ per cent. = \$13.75.
- (3). What is 8 per cent. of \$12.50?
 100 per cent. = \$12.50.
 1 per cent. = \$0.125.
 8 per cent. = \$1.00.
- (4). What is $6\frac{1}{4}$ per cent. of 320 days?
 100 per cent. = 320 days.
 1 per cent. = 3.2 days.
 $6\frac{1}{4}$ per cent. = 20 days.

CASE II.

- (1). What per cent. of \$75 are \$5?
 $\$75 = 100$ per cent.
 $\$1 = 1\frac{1}{3}$ per cent.
 $\$5 = 6\frac{2}{3}$ per cent.
- (2). What per cent. of \$2 are 2 m.? (3). What per cent. of 60 lb. are 4 lb.?
 $\$2 = 100$ per cent.
 $\$1 = 50$ per cent.
 $1 \text{ c.} = \frac{1}{2}$ per cent.
 $2 \text{ m.} = \frac{1}{10}$ per cent.
- (4). What per cent. of $\frac{3}{4}$ is $\frac{2}{3}$?
 $\frac{3}{4} = 100$ per cent.
 $\frac{1}{4} = \frac{100}{3}$ per cent.
 $\frac{1}{2} = \frac{200}{3}$ per cent.
 $\frac{2}{3} = \frac{2}{3}$ of $\frac{200}{3} = \frac{400}{9}$ per cent. = $88\frac{8}{9}$ per cent.

CASE III.

- (1). 560 is 14 per cent of what number?
 14 per cent. = 560.
 1 per cent. = 40.
 100 per cent. = 4000.
- (2). $133\frac{1}{3}$ is $16\frac{2}{3}$ per cent. of what number?
 $16\frac{2}{3}$ per cent. = $133\frac{1}{3}$.
 1 per cent. = 8.
 100 per cent. = 800.
- (3). 750 is 15 per cent. of what number?
 15 per cent. = 750.
 1 per cent. = 50.
 100 per cent. = 5000.
- (4). 7620lb. are $66\frac{2}{3}$ per cent. of how many pounds?
 $66\frac{2}{3}$ per cent. = 7620lb.
 $\frac{1}{3}$ per cent. = 38.1lb.
 $\frac{2}{3}$ per cent. = 114.3lb.
 100 per cent. = 11430lb.

CASE IV.

- (1). What number increased by 25 per cent. of itself = 500?
 100 per cent. = the required number.
- 25 per cent. = the increase.
 125 per cent. = 500.
 1 per cent. = 4.
 100 per cent. = 400.

- (2). What number diminished by $16\frac{2}{3}$ per cent. of itself = 20000.
100 per cent. = the required number.
 $16\frac{2}{3}$ per cent. = the decrease.
- $83\frac{1}{3}$ per cent., or ~~240~~ per cent., = 20000.
 $\frac{1}{3}$ per cent. = 80.
 $\frac{2}{3}$ per cent. = 240.
100 per cent. = 24000.

THE TEACHER'S LESSON.

This little poem, from *Peter Parley*, combines sweet simplicity and sound pedagogics.

Children are simple, loving, true ;
'Tis Heaven that made them so ;
And would you teach them, be so too,
And stoop to what they know.

Begin with simple lessons, things
On which they love to look :
Flowers, pebbles, insects, birds on wings—
These are God's spelling-book.

And children know His A B C,
As bees where flowers are set ;
Would'st thou a skilful teacher be ?
Learn, then, this alphabet.

From leaf to leaf, from page to page,
Guide thou thy pupil's look ;
And when he says, with aspect sage,
" Who made this wondrous book ?"

Point thou with reverent gaze to heaven,
And kneel in earnest prayer,
That lessons thou hast humbly given,
May lead thy pupil there.



THE CLASSICS.

The testimony of Lord Chief Justice Coleridge, in favor of classical study, may be set over against the onslaught recently made by Charles Francis Adams. Just before setting sail for home the Lord Chief Justice visited Yale College. In response to President Porter's address of welcome, and in the presence of a thousand students, he expressed his appreciation of the classics as follows :

Now, perhaps it would be wiser if I were simply to content myself with wishing you "God-speed," and hoping that the prosperity which this university deserves might never desert it, and stop my observations. But there is a word which I would like to say, elicited by the remarks which your principal has made here. I did not require to learn from him, because we know it in England, that in Yale more than in any other place in America the old curriculum is maintained, the old standards are referred to, the old classical cultivation is insisted upon and defended. I learned to-day for the first time that a very distinguished man in another part of the United States has committed himself to an attack upon that curriculum, and has rather suggested that it has interfered with possible success in professional life.

Now, without any desire or purpose of entering into a controversy, but merely to repeat here what, without the smallest idea of controversy, I have said in public over and over again in my own country, I venture to say to you as a lawyer with some practice, as a judge of some position, and as a public man of some experience, that which I have said there. I have done many foolish things in my life, and wasted many hours of precious time ; but one thing I have done which I would do over again, and the hours I spent at it are the hours which I have spent most profitably, and the knowledge thus gained I have found the most useful, and practically useful. From the time I left Oxford I have made it a religion, so far as I could, never to let a day pass without reading some Latin and Greek, and I can tell you that so far as my course may be deemed a successful one, I deliberately assert, maintain, and believe that what little success has been granted to me in life has been materially aided by the constant study of the classics, which it has been my delight and privilege all my life to persevere in. This is not said for the sake of controversy ; still less is it said to an audience of American University young men for the purpose of appearing eccentric ; but it is said because I believe it to be true, and I will tell you why. Statement, thought, arrangement, however men may struggle against them, have an influence upon them ; and public men, however they may dislike it, are forced to admit that, conditions being equal, the man who can state anything best, who can pursue an argument most closely, who can give the richest and most felicitous illustrations, and who can command some kind of beauty of diction, will have the advantage over his contemporaries. And if, at the bar or in the Senate, anything has been done which has been conspicuously better than the work of other men, it has, in almost every case, been the result of high education. I say

high education, not necessarily classical, because every man can not **have** that. The greatest orator of my country at this moment, as he **himself** has often said, has "only a smack of it." But he takes no **credit** to himself for that. On the contrary, he declares it like a man **and** honestly, and he has striven to make up for what he has lost, and **what** he can not learn because he is so advanced in years, by doing **the** next best thing—studying the English classics—studying the best, **the** highest and finest writers in the English language. And so it is in **my** judgment in almost every case that I can think of. The man who **has** influenced his contemporaries the most is, generally speaking, the **man** of highest education; and I do not hesitate to say that the **high-**
est education, if you can get it, is the education to be found in those **magnificent** writers, who as writers, as masters of style, as conveyors **of** thought, have never been equaled in the world.

I have put my defence of the studies, which I understand you to prosecute, upon a low practical ground, but I do not wish it to be supposed that I defend it upon a low practical ground alone. I take your opponents upon the ground which they themselves assume, because in argument it is necessary to find some certain point upon which you and your adversary are agreed, and reason with him, if you can reason with him, upon that point. I desire to put it upon higher ground still and away from controversy. I say that God has given us hearts, minds, and intellects as well as bodies, and that it is just as much our duty to cultivate and do the best we can with the minds that He has given us, as it is our duty to do the best we can with the bodies He has given us. It is our duty then, if we can, to commune with the greatest thoughts of the greatest men in all times, and he will be the best man at the end of his life who has made himself most familiar with the thoughts of the greatest men of Greece and Rome, who both in thought and in language have been unparalleled in the world. Let me conclude with an authority far greater than mine. I do not pretend to an intimacy with Mr. Tennyson, but I know Mr. Tennyson, and it has been my privilege to pass evenings in his company. I remember one evening passed almost alone in his company. We were talking of a contemporary writer, of whom he was speaking in the highest terms. He said (I do not remember his exact words): "I do not think he will produce as much effect as he ought to because he is so rough, uncultivated, and imperfect a writer. Great as he is, I can not fancy that two hundred years hence anybody will bend over his books and endeavor to find out the meaning of each tense and the particular force of each participle, as we are only too happy to do over the works of Virgil." If you look over the history of men who have succeeded in this life, you will find them, scarcely without an exception, men trained by the curriculum which you enjoy, and familiar with those remarkable works which it is your privilege now to become familiar with. May God bless you, and good-bye!

Teach pupils how to study. Learning how to learn is the most important thing the student ever learns.

EDUCATIONAL GLEANINGS.

Where hast thou gleaned to-day?

THE country schools are nurseries wherein are being trained the future pillars of society, of state, of commerce, and of religion. The farmer's boy, while attending his district school, little dreams that he has every opportunity of becoming one of the ablest men in America's civilization. Such is the fact. He has, in many ways, advantages not enjoyed by those living in cities. The country boy in his out-of-school hours is in contact with his life-work. His out-of-door duties, as well as his school duties, require him to systematize and economize his time. Everything calls forth his mental activity. Many men have made the fatal mistake of moving to town to educate their children. A good country school is far better for the boys than the town school. Every man living in the country, and having boys to educate, should exert himself to the utmost to make his district school the best possible. In order that the school should be effective there must be a good teacher and pleasant surroundings. The school must attract rather than repel. The course of study and methods of instruction must supplement and vitalize the very thoughts the pupils carry into the industries of life. Both must give a higher and more permanent interest in the pursuit of knowledge. When you have instilled into the child's mind a taste of the pleasures of its pursuit, life's successful battles are more than half won for that child. Yes, stay in the country and give your children the double advantage of a good school and nature's resources. Teachers of rural districts, preach this to your patrons in season, and secure the co-operation of everybody in behalf of good country schools.—*Mo. School Journal*.

THE best work the teacher does for a child is to teach him how to learn for himself. The crusade against text-books had its inspiration in the prevalent notion that children who learned from books would never learn for themselves; and now we have been taught, at great expense of experience, that one can teach objectively, and still not train pupils to study for themselves. We have learned that it is in the teacher and her inspiring and direct power, rather than in any theory, that the secret of success lies. Study this art and your reputation is secure. The teacher does well to remember that the school life is only from six to twelve years interjected into a life that may be threescore and ten, and the school-room is not the end of existence, but merely the means to an end, and the teacher should so use it.—*Am. Teacher*.

It is well for teachers to remember that because a child is full of life it is not an indication that he should be kept absolutely quiet. It is the work of the teacher to manage and direct the activity of such a child. If that desire for activity can be properly managed there is much hope of a bright future.—*Ex.*

WHOEVER would teach must learn—and this means that he must continue to learn; he must learn all the time. The teacher's danger lies in his pausing after he is certified to be competent to teach. Too often, with but a slim stock of knowledge on hand, finding himself surrounded with those who know so little in comparison with what he does, he sits down contented; he employs the same material year after year; as it is new to every successive class, he can not understand why he should do any more study.

But men get in proportion to what they give. He is giving little, and the result will be that sooner or later it will be found out. The people feel it in their homes, and dissatisfaction is expressed. He concludes to seek another place or another occupation: but to face the foe of his school and his own foe he declines. He teaches as he did last year at his last place, and all goes smoothly for a while, and but for a while.

The only thing for a teacher to do is to resolve that he will be what the great Thomas Arnold called a "running spring." He demanded the possession of fresh knowledge as a qualification of teaching. And every child and every parent demands the same thing; they are right. Let the teachers then observe, listen, read, and think, "still achieving, still pursuing." Such and such only can teach.—*N. Y. School Journal.*

THERE is not another field of labor more fruitful of actual pleasure than teaching. The work of the school-room, not the noise and bustle of disorder, but active, thoughtful, systematic study and recitation, has about it something indescribably pleasing. The buzz of little hands, and feet, and minds, and tongues disciplined and trained, is the sweetest music to the thoughtful teacher. Thought, creative and created, carries with it a rhythm and flow of melody akin to no other; it is of the highest order of music. Like a harp whose silver chords are strung on golden stars, when struck, it adds so much to the universal strain of humanity's song. When teachers come to reverence their work and realize that every pure and noble thought, every exalted desire and lofty resolve, every love-hued aspiration created in the heart of a playful child, is a wire strung and a key played on the lyre of human life, then will they approximate the example of

the humble Nazarene. Stir out in the broad current and survey with an unobstructed vision. Take in the whole range of your work and you will be impressed with not only its magnitude and responsibility, but with the beauty and pleasure of its details as well.—*Mo. School Journal.*

No careful observer has ever failed to see that the chief troubles and disappointments of the public schools come from the employment of teachers who have taken up the work merely to earn a living, and not because they have a natural aptitude for dealing with varying natures and imparting ideas. To lead and enlarge a young mind requires peculiar tact and temper, and not every person emerging from a normal school and carrying a new certificate is fitted for the work. There is not a little good sense in this paragraph from the *London Globe*: "For a man to be a successful teacher he must be sympathetic with boys, there must linger within him an ever-juvenile element, en rapport with their modes of thought, sensible of their prejudices and suspicions, abreast of all those important discoveries for shirking work to which each generation manages to add something new, willing to see their individual struggles, to cheer on their ambitions and condole their defeats."

At a recent Teachers' Association in Vermont, Mr. A. W. Edson, of Randolph, delivered an address on Mental Arithmetic, practically illustrating his remarks with a class of scholars. One of his methods of securing rapidity in mental computations is to write on the black-board four columns of figures, having at the top, in regular order, the signs of the fundamental rules. He then names any number, twelve for instance, and placing the pointer upon a figure in either of the four columns, requires the pupils to give instantaneously the result of the combination of that number with twelve indicated by the sign at the top of the column. If the pointer is placed upon the figure six in the first column, "eighteen" should be the ready response; if on the figure three in the fourth column, "four" is the quick reply—and so on. The idea enforced was, have some method which would practice the pupil in the ready and accurate handling of numbers.—*Anon.*

LET it be understood and stated, and re-stated, that our school training furnishes that preparation which gives strength of mind to comprehend things, and strength of character to resist temptation. This is as necessary as any other preparation for special trades or occupations, and must begin in early life, and continue as far as possible into the years of maturity.

While we look to that which better enables a person to earn a livelihood, we must not lose sight of that which alone enables him to continue his own culture through life, and to perform the high moral, social and political duties that devolve on every true citizen living under a free government.—*Ex.*

SOME years ago the principal of a large public school in Ontario found a boy over whom both parents and teachers had lost all control. His father was excessively severe, and had punished him many times with no good results. The boy's violence, bad language, and utter defiance of authority were the terror of his class. He was treated on all hands as a hopeless criminal. The principal was asked to expel the boy, on the ground that his example was an injury to the school. Suspension had previously been tried without effect. The boy was sent for after school; the principal sat down beside him in a private room, and had a friendly conversation, in the course of which the boy acknowledged the truth of all the reports against him. The key to his sympathy was found through reference to the drowning of his little brother. He was led to detail the sad accident, and was deeply moved. The teacher determined to give him another trial, and ordered him to come and report himself regularly four times each day for the next three months. Accordingly, at recess, at noon, at recess again, and after school, each day, James went to the principal, before going out. The report was simply a statement that he had behaved properly. At first, these reports were often verified by a note from the teacher. At the end of three months his conduct was so much improved that he was only required to report at noon and at four o'clock, and was sometimes invited to take a walk after school. In short, where violence had signally failed, kindness and sincerity were eminently successful.—*Canada School Journal.*

THE mental and moral conduct and character of the child depends largely upon the associates of his school days, and enough is not done to direct the companionships of school-day life. We know but too well the burdens that are placed upon the teacher, and appreciate the ease with which they can be exhorted to undertake new labors; but even this does not deter us from calling their attention to the importance of personal interest in the companionships of the pupils. The teacher who wins laurels that must grace her brow in eternity, does it by making herself the central companion of all the school. It is not a thing to be attained purely by design, and yet even personal magnetism may be intensified by care and thought. The teacher who, with-

out exhaustion, can, by a word, touch her pupils with magnetic attraction, such that they look upon her as their most valued friend, and, without having them hang upon her with aimless devotion, can inspire them to prize her every look of affectionate regard, is a specimen of teacher that it is difficult to secure, and yet is such as we might find readily if the teachers would but strive for it. In this way, the teacher who holds her pupils to herself as their central companion, breaks in upon those vicious companionships so frequently matured by designing youth, whose brain goes into their purposes for evil. Without effort, if only judicious thought be exercised, it may be the teacher's privilege to glorify her work by its moral effect upon the children in their associations.—*Am. Teacher.*

PRIMARY READING.

There are three distinct methods of teaching children the preliminary steps in primary reading, commonly recognized by the more thoughtful of our teachers. Each of these methods has had in the past enthusiastic adherents, who believed it to be better than either of the others. In more recent times it has been seen that no one of these alone is complete, but that each is rather a phase or step of a larger, more liberal method, which supplements the deficiency of each by the help of the others. This method, composed of *selected steps* or processes from the three, may be called the *eclectic* method.

The eclectic method, then, has three phases, or minor methods; viz., the word method, the phonic method, and the a-b-c method. In order that a teacher may blend these into a consistent whole, she must first understand each in itself, so that she may intelligently select what she may need at any moment, from whichever one of these methods will best supply the needed process. This paper will be devoted to a discussion of the nature and uses of the word method, and subsequent articles may then treat the others in order.

The word method supplies the first processes needed in the instruction, and is, therefore, the first used in the natural order of teaching. This will readily be seen by the descriptions and illustrations which follow, and does not need proof now.

The word method teaches *words as wholes* to the eye, *words as wholes* to the ear, and the meaning of *words as wholes* to the understanding, before the other methods are called to teach either the names or the sounds of the individual letters composing the words so taught. It is

important that words be taught as wholes to the eye, and that the meaning of the words as wholes be taught to the understanding before the pupil is required to analyze either the printed word into its printed letters, or the spoken word into its elementary sounds. If he be taught to see the word as a whole, he may be made to recollect or recognize it *at sight* whenever it occurs in his reading work. Thus he need not dwell on the closing sound of one word while he analyzes the next word in order to determine what to call it. If he knows it, he knows it *at once*, i. e., *at sight*. Especially if the meaning of the word as a whole has been clearly and impressively taught, the pupil can read *without drawing*, the simple sentences whose words he has learned by the word method. When the habit of natural, conversational reading has been thus established it is necessary to take up the other methods to make the pupils self-helpful.

First, then, the word method. Take a simple word, as cat, since this word occurs in all primary readers, and make it the basis of the first exercise. Secure a good picture of a cat, and show it to the class, asking each what the picture makes him think of, as soon as he sees it. He will reply, "A cat," "A real cat," "A live cat," etc. It is important that the imagination of each child interpret the *natural* sign, the picture, as a basis for a like quick and lively interpretation of the *artificial* signs, the printed and oral words.

By a question, set pupils to thinking in what other way you could make them think of a cat than by showing them the picture of a cat. There are really many ways, as speaking the word cat, mewling, etc., etc. If pupils do not readily determine, do not allow them to guess, but say, "Listen, what did you hear?" (the teacher having in the meantime spoken the word cat plainly). Each child can tell. He can also tell what it makes him think of, as soon as he hears it. Tell pupils you know still another way of making a person think of a cat, and that you will now show them. The work has now become a kind of game, and each child is anxious to know of the new way. The teacher is now ready to refer to the printed word cat, on a chart, or on the blackboard where she has printed [written?] it. She may say very plainly and distinctly, "This is the word cat." "What did I say this is, Jimmie?" Jimmie replies, "The word cat." So with other pupils. The teacher should have the word printed [written?] plainly in different places, and on different boards, in different parts of the room, and always in a miscellaneous collection of words. The practice of looking closely for it in a miscellaneous collection, gives the necessary interest, and the opportunity for that comparison and contrast so necessary to perfect memory. Each pupil, at the call of

kindergarten and the primary school—or rather to convert the primary school into a kindergarten of higher grades, and thus to continue these principles and carry these practices into all the grades above it.

It seems impossible to engraft the kindergarten upon the primary school as now organized and conducted. There is such a difference in the two methods employed by these two departments of education that the child, taken from the pure kindergarten into the ordinary primary school, is lost and confounded. In fact, he is checked in his natural and eager pursuit of knowledge, and shocked by the unnatural moral restraints placed upon him to secure obedience and to induce thought. In too many cases he is dwarfed into a mere *thing* or machine to be played upon with books, and lessons, and words, and rules, and order (?), which thing creates either discouragement or disgust, and the beautiful order and eagerness for thinking and discovery are dissipated and lost, or nearly so, depending somewhat upon the nature of the child.

These, and other considerations, led us to abandon our work in Ohio and to establish ourselves here in the hope of building up such an institution, and inaugurating such a system of education in a quiet way, as might illustrate not only the desirability, but the practicability, of schools embodying in all their departments or grades the principles and practices which have proved to be effective in the kindergarten.

But we find many obstacles in the way. Much that is called kindergartning is such only in name. The temptations to depart from its true principles and practices, in order to secure patronage, are so great that many have sacrificed these to mere temporary advantage. This is a source of extreme regret. None but the most thoroughly conscientious, the purest and the best, should attempt to handle this system, or these methods; for, as the advantages are great to those who know and practice them, so the dangers are great when these principles are misapplied or poorly handled.

Then again, great indifference to kindergartning exists among parents of little children. Some have scarcely heard of it. Few understand it; and fewer attach that importance to it which its merits demand. Scarcely any avenues of a public nature are open for a full discussion of these merits. The daily newspaper is too much engrossed in political and local matters in general. A base-ball game, a prize fight—sometimes men, sometimes dogs—(I beg the dog's pardon) will command a half column of an ordinary local (excellent reading for boys and parents), while the daily work of a good kindergarten will not even attract the notice of the reporter.

What we want is an organ of communication between kindergartners

and parents. With this we could enlist the co-operation of many who are desirous to find and provide the best opportunities for their children.

But with all these drawbacks we are encouraged. We have established four new kindergartens, and others are in process of formation. We have graduated five kindergartners here, and the prospects for the winter class are fully as good as they were last year.

The connecting class is the outgrowth of the kindergarten. Already such a class is organized, which will be recruited from time to time till all the departments or grades are represented in our school.

I have entered the training class myself, and am learning how to give directions in the occupations, while I give two lessons per week to the same class in physiology and psychology combined. These are interrupted, however, by frequent calls to institutes. I leave to-morrow for a three weeks tour in Pennsylvania. My present engagements close in January, 1884, when I expect to give exclusive attention to the study and practice of this system and my course of lectures. But I sometimes long to return to Ohio; and I hope when I do so she will have established a thorough system of training-schools for her teachers.

The institute in Pennsylvania is a great feature in the system of public education, and it is a great success. Let me give you the figures of the last one I attended—at Reading, Berks County. I give these as furnished by County Superintendent Keck, to whose energy and wise management much of the success is due.

Whole number of teachers in this county.....	608
“ “ “ enrolled at Institute.....	601
“ “ directors enrolled at Institute.....	273
“ “ other persons “ “	133
“ “ enrolled at Institute.....	1007
Total receipts from enrollment, etc.....	\$1112
“ expenses.....	\$902.66

What county in Ohio can beat that?

Yours truly,

Washington, D. C., Nov. 9, 1883.

JOHN OGDEN.

A book is good company. It comes to your longing with full instruction, but pursues you never. It is not offended at your absent-mindedness, nor jealous, if you turn to other pleasures, of leaf, or dress, or mineral, or even of books. It silently serves the soul without recompense, not even for the hire of love. — *Beecher*.

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kindergarten and the primary school—or rather to convert the primary school into a kindergarten of higher grades, and thus to continue these principles and carry these practices into all the grades above it.

It seems impossible to engraft the kindergarten upon the primary school as now organized and conducted. There is such a difference in the two methods employed by these two departments of education that the child, taken from the pure kindergarten into the ordinary primary school, is lost and confounded. In fact, he is checked in his natural and eager pursuit of knowledge, and shocked by the unnatural moral restraints placed upon him to secure obedience and to induce thought. In too many cases he is dwarfed into a mere *thing* or machine to be played upon with books, and lessons, and words, and rules, and order (?), which thing creates either discouragement or disgust, and the beautiful order and eagerness for thinking and discovery are dissipated and lost, or nearly so, depending somewhat upon the nature of the child.

These, and other considerations, led us to abandon our work in Ohio and to establish ourselves here in the hope of building up such an institution, and inaugurating such a system of education in a quiet way, as might illustrate not only the desirability, but the practicability, of schools embodying in all their departments or grades the principles and practices which have proved to be effective in the kindergarten.

But we find many obstacles in the way. Much that is called kindergartning is such only in name. The temptations to depart from its true principles and practices, in order to secure patronage, are so great that many have sacrificed these to mere temporary advantage. This is a source of extreme regret. None but the most thoroughly conscientious, the purest and the best, should attempt to handle this system, or these methods; for, as the advantages are great to those who know and practice them, so the dangers are great when these principles are misapplied or poorly handled.

Then again, great indifference to kindergartning exists among parents of little children. Some have scarcely heard of it. Few understand it; and fewer attach that importance to it which its merits demand. Scarcely any avenues of a public nature are open for a full discussion of these merits. The daily newspaper is too much engrossed in political and local matters in general. A base-ball game, a prize fight—sometimes men, sometimes dogs—(I beg the dog's pardon) will command a half column of an ordinary local (excellent reading for boys and parents), while the daily work of a good kindergarten will not even attract the notice of the reporter.

What we want is an organ of communication between kindergartners

and parents. With this we could enlist the co-operation of many who are desirous to find and provide the best opportunities for their children.

But with all these drawbacks we are encouraged. We have established four new kindergartens, and others are in process of formation. We have graduated five kindergartners here, and the prospects for the winter class are fully as good as they were last year.

The connecting class is the outgrowth of the kindergarten. Already such a class is organized, which will be recruited from time to time till all the departments or grades are represented in our school.

I have entered the training class myself, and am learning how to give directions in the occupations, while I give two lessons per week to the same class in physiology and psychology combined. These are interrupted, however, by frequent calls to institutes. I leave to-morrow for a three weeks tour in Pennsylvania. My present engagements close in January, 1884, when I expect to give exclusive attention to the study and practice of this system and my course of lectures. But I sometimes long to return to Ohio; and I hope when I do so she will have established a thorough system of training-schools for her teachers.

The institute in Pennsylvania is a great feature in the system of public education, and it is a great success. Let me give you the figures of the last one I attended—at Reading, Berks County. I give these as furnished by County Superintendent Keck, to whose energy and wise management much of the success is due.

Whole number of teachers in this county.....	608
“ “ “ enrolled at Institute.....	601
“ “ directors enrolled at Institute.....	273
“ “ other persons “ “	133
“ “ enrolled at Institute.....	1007
Total receipts from enrollment, etc.....	\$1112
“ expenses.....	\$902.66

What county in Ohio can beat that?

Yours truly,

Washington, D. C., Nov. 9, 1883.

JOHN OGDEN.

A book is good company. It comes to your longing with full instruction, but pursues you never. It is not offended at your absent-mindedness, nor jealous, if you turn to other pleasures, of leaf, or dress, or mineral, or even of books. It silently serves the soul without recompense, not even for the hire of love. — *Beecher*.

Q. 4, p. 536.—LIST OF TERRITORIAL AND STATE GOVERNORS OF OHIO.

<i>Name.</i>	<i>County.</i>	<i>Term com'c'd.</i>	<i>Term ended.</i>
(a) Arthur St. Clair.....		July 13, 1788....	Nov., 1802.
(*) Charles Willing Byrd.....	Hamilton.....	Nov., 1802....	March 3, 1803.
(b) Edward Tiffin.....	Ross.....	March 3, 1803....	March 4, 1807.
(c) Thomas Kirker.....	Adams.....	March 4, 1807....	Dec. 12, 1808.
Samuel Huntington.....	Trumbull.....	Dec. 12, 1808....	Dec. 8, 1810.
(d) Return Jonathan Meigs...	Washington.....	Dec. 8, 1810....	March 25, 1814.
(†) Othniel Looker.....	Hamilton.....	April 14, 1814....	Dec. 8, 1814.
Thomas Worthington.....	Ross.....	Dec. 8, 1814....	Dec. 14, 1818.
(e) Ethan Allen Brown.....	Hamilton.....	Dec. 14, 1818....	Jan. 4, 1822.
(†) Allen Trimble.....	Highland.....	Jan. 7, 1822....	Dec. 28, 1822.
Jeremiah Morrow.....	Warren.....	Dec. 28, 1822....	Dec. 19, 1826.
Allen Trimble.....	Highland.....	Dec. 19, 1826....	Dec. 18, 1830.
Duncan McArthur.....	Ross.....	Dec. 18, 1830....	Dec. 7, 1832.
Robert Lucas.....	Pike.....	Dec. 7, 1832....	Dec. 13, 1836.
Joseph Vance.....	Champaign.....	Dec. 13, 1836....	Dec. 13, 1838.
Wilson Shannon.....	Belmont.....	Dec. 13, 1838....	Dec. 16, 1840.
Thomas Corwin.....	Warren.....	Dec. 16, 1840....	Dec. 14, 1842.
(f) Wilson Shannon.....	Belmont.....	Dec. 14, 1842....	April 13, 1844.
(†) Thomas W. Bartley.....	Richland.....	April 13, 1844....	Dec. 3, 1844.
Mordecai Bartley.....	Richland.....	Dec. 3, 1844....	Dec. 12, 1846.
William Bebb.....	Butler.....	Dec. 12, 1846....	Jan. 22, 1849.
(g) Seabury Ford.....	Geauga.....	Jan. 22, 1849....	Dec. 12, 1850.
(h) Reuben Wood.....	Cuyahoga.....	Dec. 12, 1850....	July 15, 1853.
(j) William Medill.....	Fairfield.....	July 15, 1853....	Jan. 14, 1856.
Salmon P. Chase.....	Hamilton.....	Jan. 14, 1856....	Jan. 9, 1860.
William Dennison.....	Franklin.....	Jan. 9, 1860....	Jan. 14, 1862.
David Tod.....	Mahoning.....	Jan. 13, 1862....	Jan. 12, 1864.
(k) John Brough.....	Cuyahoga.....	Jan. 12, 1864....	Aug. 29, 1865.
(ℓ) Charles Anderson.....	Montgomery.....	Aug. 30, 1865....	Jan. 9, 1866.
Jacob D. Cox.....	Trumbull.....	Jan. 9, 1866....	Jan. 13, 1868.
Rutherford B. Hayes.....	Hamilton.....	Jan. 13, 1868....	Jan. 8, 1872.
Edward F. Noyes.....	Hamilton.....	Jan. 8, 1872....	Jan. 12, 1874.
William Allen.....	Ross.....	Jan. 12, 1874....	Jan. 14, 1876.
(l) Rutherford B. Hayes.....	Sandusky.....	Jan. 14, 1876....	March 2, 1877.
(m) Thomas L. Young.....	Hamilton.....	March 2, 1877....	Jan. 14, 1878.
Richard M. Bishop.....	Hamilton.....	Jan. 14, 1878....	Jan. 14, 1880.
Charles Foster.....	Sandusky.....	Jan. 14, 1880....	Jan. 14, 1884.
George Hoadly.....	Hamilton.....	Jan. 14, 1884....	

(a) Arthur St. Clair, of Ligonier, Pa., was Governor of the N. W. Territory, of which Ohio was a part, from July 13, 1788, when the first civil government was established in the Territory, until about the close of the year 1802, when he was removed by the President.

(*) Secretary of the Territory, and was acting Governor of the Territory after the removal of Gov. St. Clair.

(b) Resigned March 3, 1807, to accept the office of U. S. Senator.

(c) Return Jonathan Meigs was elected Governor on the second Tuesday of October, 1807, over Nathaniel Massie, who contested the election of Meigs, on the ground that "he had not been a resident of this State for four years next preceding the election, as required by the Constitution," and the General Assembly, in joint convention, declared that he was not eligible. The office was not given to Massie, nor does it appear, from the records, that he claimed it, but Thomas Kirker, acting Governor, continued to discharge the duties of the office until December 12, 1808, when Samuel Huntington was inaugurated, he having been elected on the second Tuesday of October in that year.

(d) Resigned March 25, 1814, to accept the office of Postmaster General of the United States.

(e) Resigned January 4, 1822, to accept the office of U. S. Senator.

(f) Resigned April 13, 1844, to accept the office of Minister to Mexico.

(g) The result of the election in 1848 was not finally determined in joint convention of the two houses of the General Assembly until January 19, 1849, and the inauguration did not take place until the 22nd of that month.

(h) Resigned July 15, 1853, to accept the office of Consul to Valparaiso.

(j) Elected in October, 1853, for the regular term, to commence on the second Monday of January, 1854.

(k) Died August 29, 1865.

(†) Acting Governor.

(‡) Acting Governor, vice Wilson Shannon, resigned.

(¶) Acting Governor, vice Reuben Wood, resigned.

(§) Acting Governor, vice John Brough, deceased.

(l) Resigned March 2, 1877, to accept the office of President of the United States.

(m) Vice Rutherford B. Hayes, resigned.

W. I. BRENIZER.

Answered also by J. H. Beazel, A. W. LaRue, and A. M. M.

Q. 5, p. 536.—

1. James's money = $\frac{3}{4}$ Charles's.
2. $\frac{3}{4}$ James's = $\frac{3}{4}$ of $\frac{3}{4}$ Charles's = $\frac{9}{16}$ Charles's.
3. $\frac{9}{16}$ Charles's + \$33 = Charles's.
4. \$33 = $\frac{7}{16}$ Charles's.
5. $\frac{1}{16}$ Charles's = $\frac{1}{11}$ of \$33 = \$3.
6. $\frac{9}{16}$ Charles's = $20 \times$ \$3 = \$60, Charles's.
7. $\frac{3}{4}$ Charles's (or James's) = $\frac{3}{4}$ of \$60, = \$36.

This is one of those problems in which it is desirable to express the equivalent of one quantity in terms of another. Most, or all, of that class of problems may be neatly solved by the use of a series of equations. Take two examples:

1. A and B together have \$154; $\frac{5}{8}$ of A's = $\frac{4}{5}$ of B's; what has each?

1. $\frac{5}{8}$ A's = $\frac{4}{5}$ B's.
2. $\frac{1}{8}$ A's = $\frac{1}{5}$ of $\frac{4}{5}$ B's = $\frac{4}{25}$ B's.
3. $\frac{8}{8}$ A's = $8 \times \frac{4}{25}$ B's = $\frac{32}{25}$ B's. (A's in terms of B's.)
4. $\frac{45}{25}$ B's + $\frac{32}{25}$ B's (which is A's) = $\frac{77}{25}$ B's = \$154.
5. $\frac{1}{25}$ B's = $\frac{1}{77}$ of \$154 = \$2.
6. $\frac{45}{25}$ B's = $45 \times$ \$2 = \$90, B's.
7. $\frac{32}{25}$ B's = $32 \times$ \$2 = \$64, A's.

2. A and B together have \$138; $\frac{3}{8}$ of B's is \$6 more than $\frac{1}{4}$ of A's; what has each?

1. $\frac{5}{7}$ A's = $\frac{3}{8}$ B's — \$6.
2. $\frac{1}{7}$ A's = $\frac{1}{8}$ of ($\frac{3}{8}$ B's — \$6) = $\frac{3}{64}$ B's — $\frac{6}{8}$.
3. $\frac{7}{7}$ A's = $7 \times (\frac{3}{64}$ B's — $\frac{6}{8})$ = $\frac{21}{8}$ B's — $\frac{42}{8}$. (A's.)
4. $\frac{40}{8}$ B's + $\frac{21}{8}$ B's — $\frac{42}{8}$ = $\frac{61}{8}$ B's — $\frac{42}{8}$ = \$138.

Transposing,—

5. $\frac{5}{8}$ B's = $\$138 + \$\frac{4}{8} = \$1\frac{3}{4}$.
6. $\frac{1}{8}$ B's = $\frac{1}{8}$ of $\$1\frac{3}{4} = \$\frac{1}{8} \times \frac{7}{4} = \$\frac{7}{32}$.
7. $\frac{4}{8}$ B's = $40 \times \$\frac{1}{8} = \5 , B's.
8. $\frac{2}{8}$ B's — $\$4\frac{2}{8} = \$4\frac{1}{4}$, A's.

Or, more simply, $\$138 - 96 = \42 , A's.

This may not be the *best* method of solving this class of problems; it is an analytical method, and offers the advantage of teaching pupils a method of handling equations—a matter that should not be wholly relegated to algebra. I shall be glad to see a better analysis. H.

Numerous other solutions of this problem have been received, several of them similar to the above, but none quite so clear and concise. We would be glad to print other solutions, but want of space forbids.

Q. 8, p. 536.—We have in our possession the "Encyclopedia Britannica, ninth edition (Scribner's)" and find in "Vol. XIV, page 860," the following statement: "Henry Wadsworth Longfellow, (1807–1882), the best known of American poets, was born on the 27th February, 1807, at Portland, the metropolis of the State of Maine, to which his ancestor, William Longfellow, immigrated, in 1678, from English Hampshire."

Neither the article on Maine in Vol. XV, page 297 of Encyclopedia Britannica, nor Lippincott's Gazetteer of the World (revised ed.), make any reference to Portland as being the capital of Maine.

It's former name was Falmouth, which was changed to Portland after it had been rebuilt, but the change was not made with the object that it should be the capital. W. I. BRENIZER.

Our copy of Britannica reads "capital," not "metropolis." Clearly an error which has been corrected in Mr. Brenizer's copy.

Q. 10, p. 537.—Impossible as it reads. If "one" be changed to *all*, the problem can be solved, and may be stated as follows: The cube of a number = 6 times its square. What is the number?

Since the cube of a number is the product of the number and its square, 6 is the edge of a cube whose volume = 6 times one of its faces. Or by algebra, let x = edge of cube, then

$$x^3 = 6x^2,$$

$$x = 6.$$

D. E. C.

Let x = the edge of the cube. Then, by the conditions of the problem, $x^3 = x^2$.

Solving this equation, $x = 1$.

Hence, the edge of the cube is 1 inch.

Stromsburg, Neb.

H. S.

A six inch cube answers the conditions. Algebraic statement, $x^3 = 6x^2$, find "x." J. S. J.

In finding the number of cubic inches, we cube the edge; but in finding the number of square inches in one of its faces we square the edge. Now since the number of cubic inches = the number of square inches in one face, it follows that the square of the edge = the cube of the edge, and since the square of no number = the cube of the same number, except *one*, the edge must be one inch.

G. W. LEAHY.

If the cube contains as many cubic inches as there are square inches in one of its faces, the product of its three dimensions must equal the product of two of its dimensions. But the product of three equal factors greater than unity is greater than the product of two of the equal factors; and the product of three equal factors less than unity is less than the product of two of the equal factors. Each dimension of the cube is neither greater nor less than unity. Hence it must be unity or one inch.

Richfield, O.

E. S. L.

B. F. Eberhart, A. M. Bower, J. H. B., W. W. D., and J. W. B. agree with E. S. L. D. E. C. and J. S. J. may wish to revise their answers.

Q. 11, p. 537.—"By the brook" modifies "sunflower." Read the two preceding lines. "But on the hill the golden rod, And the aster in the wood, The yellow sunflower by the brook In autumn beauty stood," from which it may easily be seen that "by the brook" stands in the same relation to the noun it follows as do the phrases "on the hill" and "in the wood" to their respective bases. J. S. J.

"By the brook" modifies "sunflower."

E. S. L.

The phrase "by the brook" modifies "stood."

J. H. B.

"Squinting construction"—may modify what precedes or what follows. H. S.

"By the brook" modifies "sunflower."

J. P. K.

Q 2, p. 486.—The query proposed was one of the questions asked at a regular county examination of teachers. After searching all the grammars that I possessed without finding any more than Mr. Harvey says, I proposed it as a query in the MONTHLY, thinking that perhaps its readers could give additional information.

Capital University, Columbus, O.

J. H. W. SCHMIDT.

QUERIES.

1. When, and how often, does the Legislature of Ohio elect a United States Senator? J. P. K.
2. Should not the county examiners attend the county institute? If not, why not? J. P. K.
3. From what are the interrogation and exclamation points derived? J. H. B.
4. What ancient people invented the first complete alphabet? J. H. B.
5. The convex surface of a cone is 18,000 square feet; find the volume. H.
6. Can there be a sound where there is no ear to hear it? Magnolia, O. A. M. BOWER.
7. It is 5 minutes after 4 o'clock Sunday morning at Honolulu; what hour and what day of the week is it at Sydney, Australia? J. BIXLER.
8. What is the family name of Queen Victoria? E. E. FAIRBANKS.
9. How should "dude" be pronounced? S. D. S.
10. Give an example of an adjective used as the subject of an infinitive.
11. Required the side of a square field that contains as many acres as the number of linear rods in its four sides.
12. Who was the captain of the Mayflower?
13. A wife's age at marriage was $\frac{3}{4}$ of her husband's age; 10 years later her age was $\frac{7}{10}$ of his; what was the age of each at marriage? An arithmetical solution. E. C.
14. What is the origin of the word *sterling* as applied to English money? R. M.
15. What is the origin of the character which stands for pound sterling? R. M.
16. What population must a Territory have in order to become a State? D. F. M.
17. Those who have had experience in country schools, where a course of study has been in operation, are requested to report through the MONTHLY. How does the thing work? B. F. R.

EDITORIAL DEPARTMENT.

It seems like going back to the door to say good-bye to the family, after one has gone a long distance down the road; but most of the folks were in their private rooms, or away making institute lectures or listening to them, or down at the sea-shore listening to what the wild waves were observing. So I just pocketed my pen and ink-horn, put on my hat, folded up my editorial mantle, and quietly stole away.

If my recollection serves me, I made no promise when I entered the sanctum of the EDUCATIONAL MONTHLY something over a year ago; hence I need indulge in no looks backward to see what were broken, what were kept. Affirming that Mr. Findley remained sole owner of the magazine, I called upon my friends in Ohio to give a strong pull, and an all-together one, to help bring it up to a firm financial footing; and the call was not addressed to deaf ears.

Mr. Findley, having with the close of last school year, put off the armor of a superintendent, devoted all his time to the MONTHLY; and, as he does not longer need the service of my goose quill, and can not afford to pay a salary simply for the pleasure of my company, we shake hands, and part, with mutual good wishes.

It was very pleasant for me to speak my pieces, when I had some little matter which I felt like saying, from the MONTHLY's platform; and even the necessity to furnish my grist for the hopper was only an agreeable stimulus to exertion. That the readers of the MONTHLY credited me according to the earnestness of my efforts to instruct or interest, and not according to the perfectness of the results, I count it my extreme good fortune.

I very much miss the pleasure first alluded to, of talking to so many pleasant people; I likewise miss the stimulus to exertion; but my conscience gives me no twinges; rather, it consoles me with the assurance that the loss will end where charity is said to begin.

The OHIO EDUCATIONAL MONTHLY will continue to visit the homes of, I may hope, a rapidly increasing number of readers. It is the organ of the State Association, the State Reading Circle, the State Board of Examiners, and the State Schoolmaster generally, at home and abroad, in city and country, walking without weariness to the sub-district school-house in time to sweep out and make the fire, or mounting with eagles' wings to a central office whence issue his mandates that this one shall go and he goeth; that this one shall come and he tarrieth not. Every teacher in Ohio owes it to himself, to his school, and to the cause of popular education, to subscribe for and read the OHIO EDUCATIONAL MONTHLY.

Very Truly,

J. J. BURNS.

It is well worth while for one to come back, even "a long distance," to say good-bye, when he can do it so gracefully. Our only regret is that it must be said at all. Indeed, we have purposely deferred the formal leave-taking,

hoping to find some way of continuing the pleasant relations which have hitherto existed. The sound of Mr. Burns's "goose-quill" is always musical and pleasant. We like to hear it, and we are sure our readers do.

We desire to make grateful acknowledgment to Mr. Burns for his prompt and hearty response to our call for help, when we found the load upon our shoulders heavier than we could carry, and to assure him of the good will and esteem of the whole MONTHLY family. There will be room on the MONTHLY's platform whenever he has a piece to speak.

✓ THE COLUMBIANA COUNTY INSTITUTE.

We never spent a more pleasant week in a teachers' institute than that we spent at Salem, beginning November 5th. We missed the train at Canton on Monday morning, and reached Salem only in time for the evening session, but we improved the time at Canton by visiting schools. We found Miss Anna McKinley at the head of the grammar department, where we saw her at least a dozen years ago, and learned that she was even then a veteran in the service. We saw no evidence that the fires of enthusiasm are yet beginning to burn low. Her school seemed full of spirit. Messrs. J. F. Marchand and C. A. Shaw have the high school well in hand and are evidently doing excellent work. The number of pupils in attendance (about 75) is not as large as we expected to find in the Canton high school, but an excellent spirit was manifest. After a pleasant call upon Superintendent Lehman, we went on our way.

The first evening session of the institute was devoted mainly to getting acquainted; and in this the teachers of Columbiana County showed themselves unusually adept. They are skilful mixers. After a brief address by one of the regular instructors, that veteran school-master, Israel P. Hole, of Damascus, who was for eight years superintendent of the Akron schools, was called to the chair. He announced that he had been furnished with a list of names to be called, and that each person named was expected to rise promptly, utter distinctly some sentiment, original or otherwise, and sit down quickly. This exercise was carried out with spirit, until the voices of a large part of those present had been heard. Many beautiful sentiments were expressed, some by persons little used to hearing their own voices in public. Then the order, "promenade all," was given, and when the hour of adjournment came, the ice had been completely broken.

When the work fairly began Tuesday morning, there was a degree of freedom and a readiness to enter into the exercises which we have not often found at the opening of an institute. The spirit which prevailed during the entire session was excellent. Columbiana County is certainly blessed with a noble band of teachers. Much of the success and interest was due to the presence of the superintendents and experienced teachers of the county, many of whom attended every session. This is as it should be. All that the older and more experienced teachers contribute to the interest and profit of such an occasion is always more than repaid to them in renewed zeal and fresh inspiration. We have ever found it so.

We were inclined to print a roll of honor to contain the names of the faithful workers of Columbiana County, but the list grew long and must be omitted.

We are specially indebted to Principal Godfrey, of the Salem high School, for a good list of subscribers for the MONTHLY.

The institute paid a touching tribute to the memory of Dr. Henkle. At the close of the afternoon session on Thursday, the members went in procession to the cemetery. After his grave had been strewn with flowers, brief remarks were made and prayer was offered. An appropriate monument, just erected by his devoted wife, marks the spot where his dust reposes.

QUESTIONS AND TOPICS FOR READING CIRCLES.

We are embarrassed in the preparation of these topics by the want of uniformity in the text-books used and the varying degrees of progress made by the different Circles. Last month we covered the ground of the first chapter of Quick's Educational Reformers. Since that time we have had requests for something similar on Hailman's Pedagogy. These questions and topics are intended to be suggestive and helpful to those pursuing this course, without in any measure depriving them of the benefits of personal effort and research; and perhaps this end will be better attained by occasional outlines than by a regular and complete analysis of every chapter in order. We devote our space this month to the first three lectures of Hailman. Those who have already passed over this ground will find these topics convenient for review.

I.

1. Learn what you can of the author.
2. Scope of the work. Does the author aim at a knowledge of men, or of principles?
3. From what sources has the author gathered his facts? What of these are accessible to the general reader?
4. Origin of the term pedagogy. What does it connote?
5. What benefits may teachers derive from a study of the history of pedagogy?
6. What race of men has always taken the lead in education? How do you account for this?
7. Sketch of Confucius and his doctrines.
8. Effect of tradition and custom on Chinese character and life.
9. The aim of Chinese education.
10. The place of physical training in the Chinese system.
11. Moral training—its extent and character, and its effect in the formation of Chinese character.
12. What schools exist? Who are admitted, and at what age?
13. What branches are taught?
14. Degree of attendance at school. How secured?
15. Methods of instruction pursued.
16. How is reading taught?
17. The education of Chinese girls.
18. Contrast China and Japan from an educational stand-point.
19. What is the educational outlook of the Mongolian race?
20. What of the Hindoos, Egyptians and Persians?

II and III.

1. Grecian history, at least a brief outline, should precede the study of Hailman's second and third chapters.
2. Greek ideal of education.
3. Its patriarchal character in the heroic age.
4. Change to state education.
5. The Greek as an individual and as a member of the state.
6. Extent of education among the masses.
7. Measures to secure physical vigor.
8. Female education.
9. Branches taught in the Dorian schools.
10. Lycurgus and Pythagoras.
11. The Pythagorean system of instruction.
12. Sketch of Solon and his doctrines.
13. The Athenian system of education.
14. Branches taught and methods of teaching.
15. The great defect of Athenian education.
16. Sketch of Socrates.
17. The Socratic method. Dwell upon this. Study it thoroughly.
18. Sketch of Plato.
19. Contrast the educational system of Plato with that of Aristotle.
20. Points of agreement between Aristotle and Pestalozzi. Between Aristotle and Froebel.

The student is again reminded that, in order to derive full benefit from this study, he must not confine himself to his text-book. Hailman's Lectures are very suggestive, but they are little more than an outline. The good student will delve deeper.

The meeting of the Central Ohio Teachers' Association at Springfield was well attended, and was a very profitable session. President Richardson occupied the chair with that graceful mixture of dignity and suavity which seems so natural to him, but which most schoolmen have too many angles ever to attain. Superintendent W. J. White performed the part of host to perfection. Dowd, Ellis, and Ross were there from the hyperborean regions of the State, and lent a stout and willing hand toward the success of the meeting. The gentleman from Toledo even went so far as to relate an anecdote. We who got in late were told that the mission of these eloquent gentlemen, done in the afternoon, was to present the merits of Lakeside as a place for the next gathering of the State Association. We missed the afternoon program, but know it was good from the names we see upon it. The experience meeting in the evening brimmed over with interest. The prominent thought in Superintendent Ellis's address was the prime importance of heart and head preparation on the teacher's part. Superintendent Cole troubled the literary waters and several gentlemen waded in. Commissioner-elect Brown gave assurance that he is still with us. Superintendent Dowd's speech was just to the point, but should have been relieved by illustration or anecdote.

The prominent topic of Saturday A. M. was the Public School Training for Boys. It was ably handled by the gentlemen whose names were on the pro-

gram, and by others. Superintendent Stevenson very earnestly proposes to divide responsibility, and let the family have a goodly share. We should like to see Dr. Falconer's paper with the above heading in print. It was fair to the teacher and the schools, so practical in its distribution of duties, so little like the condensed wisdom which usually flows from the pen of the clerical critic of schools, that it moved the tongue of the impulsive Loos to the utterance of good sentences and well pronounced, as an apology to the Doctor for what he was expecting the paper to be. B.

DEATH'S DOINGS.

A very large circle of friends will sympathize deeply with Mr. and Mrs. E. F. Moulton, of Warren, in the sore affliction which has befallen them in the death of their daughter Maud. She died at her home in Warren, Nov. 2d, being a little less than twenty years old. She was graduated from the Warren high school in 1881, and spent a part of last year at Oberlin College. She resumed her studies at Oberlin in September, but was soon compelled to return home, by the sickness which resulted in her death. She was a very promising young lady, the light and joy of her home, and her death is a crushing blow to father, mother, and sister.

Superintendent C. W. Bennett, of Piqua, has been called to mourn the loss of his wife, who died Nov. 2. She was graduated at Delaware in 1864, and taught music in the college from which she was graduated, the two following years. She was afterwards principal of the department of music in Moore's Hill College, and received the title of Mistress of Music from Delaware College, in 1871.

The South Western Ohio Teachers' Association, at its late meeting, took the following action:

Resolved, That we hear with sorrow of the death of the wife of Superintendent C. W. Bennett, of Piqua, and we hereby extend to him our heartfelt sympathy in the hour of his great affliction.

We feel warranted in saying that this resolution expresses the feeling of all who know brother Bennett.

In the death of Dr. David A. Wallace, of Wooster, the cause of education has lost one of its best friends. There are men as deeply interested in the work as he was, but only a few combine so great practical efficiency and enthusiasm with the power of passionately showing it forth. Some of his best years were given to college work. They were given, too, as not many know how to give them. He was not only interested in his pupils, but he loved them. They were on his heart day and night. What he felt he was able to impart and thus make others feel. No student went from him without carrying away more or less of his personality, and even the least credulous of them all could speak only of his goodness and power, in affectionate forgetfulness of anything like faults and in generous praise of his virtues. The sorrow they feel and express now that he is gone is a tribute that death only now and then calls forth. In this way, as in so many others, he being dead yet speaketh.

The above from the *United Presbyterian* is a just tribute to one whom we have known and loved for many years; but we print it more as an incentive to the living than as a eulogy of the dead. We have never known a better example of the power of a true teacher. Not long after his graduation at Miami

University, in 1846, he became the president of Muskingum College, in which we were a student at the time. He was afterwards called to the presidency of Monmouth College (Ill.), a position which he filled with great success for twenty-two years, until failing health caused by over-work compelled him to retire. A short time before his death he was elected to a professorship in the United Presbyterian Theological Seminary at Xenia, O., and he was preparing to enter upon the duties of that position when he was called away.

An excellent feature of the school buildings at Salem, O., is an open grate for fire in each room, in addition to the furnaces by which the buildings are heated. Besides the improved heating and ventilation afforded, the open fire gives a cheerful and homelike appearance which is very delightful. The plan was first adopted in a new building recently erected, and it gave such good satisfaction that the Board was induced to remodel the old high school building so as to admit of its use there.

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Miss Manning, in the high school, and Mrs. Knox, in charge of the A and B grammar department, are faithful workers. The former has occupied her present position for seven years. Mr. Harding has charge of the instruction in music.

Three basement rooms have recently been fitted up with gymnastic apparatus, the expense of which was defrayed by the proceeds of an entertainment given for the purpose. Mr. Herriman evidently believes in keeping things moving.

This number completes the thirty-second volume, and with this number the time of a good many of our subscribers expires. We hope all will renew promptly. We do not wish to part company with any. On the other hand, we are very desirous of enlarging our family circle. It is gradually extending and widening, but it includes only a small part of the whole number of teachers in our State. There are several thousand teachers in Ohio not now taking the MONTHLY, who ought to take it; and we have no doubt that many of them would do so if it were properly brought to their attention.

We are inclined to ask a special favor of each one of our subscribers. *Send us at least one new name.* Show your copy to some teacher or some friend of education, who is not a subscriber, and secure his subscription. It is not a large request that we make of each individual, but if all would comply the aggregate would be great to us. We have sent out a number of premiums since our last issue, and the offer is still open. See advertising pages.

It is proper for us to state in this connection that while the subscription list of the MONTHLY has increased since it came into our hands, the cost of publication has increased in greater ratio. All that has been gained by increased circulation thus far has been expended in enlarging and improving the magazine. It will require double our present circulation to place the MONTHLY on a fair paying basis, and this, with the co-operation of all our friends, we hope to reach. The beginning of a new volume is the time to act. Who will respond? We want five thousand names on our list before the end of 1884.

If your time is up and you wish to discontinue, notify us promptly by postal card, as we continue, in most cases, until otherwise ordered.

Now is the time to gather up your numbers and take them to the bindery. The volume for 1883 is larger than any of its predecessors. It contains 600 pages of matter well worth preserving.

We expect to spend Christmas week in the Holmes County institute, which convenes at Millersburg, December 24. This may make our January number two or three days later than usual.

We have filled a good many orders for school supplies recently and hope to receive many more. We are furnishing a blackboard eraser which gives good satisfaction. We make the following special offer: We will send *one dozen* for trial, at \$1.00; regular price \$1.75.

Some or all the numbers of the MONTHLY for each of the following years are still wanting to complete the set for the Cleveland Public Library: 1858, 1859, 1860, 1863, 1864, 1865, 1866, 1867, 1869. Address L. Breckenridge, Cleveland, Ohio.

EDUCATIONAL INTELLIGENCE.

—The *Arkansas School Journal* has been merged in the *American Journal of Education*, published at St. Louis.

—The next meeting of the National Educational Association is to be held at Madison, Wisconsin, July 15 to 18.

—The *Dayton Journal* advocates the removal of the Lebanon Normal School to Dayton. A public meeting of citizens has been held to discuss the project. Mr. Holbrook's proposition to the Daytonians is to move the school for \$50,000 and ten acres of land,

—The Lakeside Association offers to the Ohio Teachers' Association strong inducements to hold next summer's session at Lakeside. The terms proposed are very liberal.

—Superintendent W. R. Comings, of Norwalk, is trying the experiment of dispensing with written examinations. We shall look for the outcome with a good deal of interest.

—The State Teachers' Associations of Illinois, Iowa, Kansas, Kentucky, Massachusetts, Minnesota and Wisconsin will all be in session during the Christmas holidays.

—In Beverly, Washington County, O., there are 287 children of school age. For this term, Superintendent T. C. Ryan has already enrolled 232 pupils. Can any school show a better record? A.

—The Third Annual Session of the Ohio Music Teachers' Association will be held in the High School Chapel, at Columbus, Dec. 26-28, 1883. N. L. Glover, of Akron, is the president of the Association.

✓ —The Eastern Ohio Teachers' Association holds its Thirteenth Annual Meeting at Cambridge, O., Nov. 30th and Dec. 1st, 1883. A good program has been prepared and a good time is expected.

—Six townships of Miami County have organized teachers' reading circles and are at work, with a membership of about a hundred. Our course includes Quick's Educational Reformers, Longfellow's Life and Poems, and U. S. History. Q.

—The Holmes County Annual Institute will be held the last week of December. Instructors, Samuel Findley, of Akron, O., and Professor Edward Olney, of Michigan University. Teachers from adjoining counties are invited to attend. J. A. M.

—The teachers of Wayne County have a reading circle thoroughly organized, as we learn from a four-page circular just received. The course of study is as follows: Longfellow's Poems, Quick's Educational Reformers, Higginson's American Explorer's, Higginson's Young Folks' History of U. S. to page 202, Life of Longfellow by either Kennedy or Underwood, Ohio Educational Monthly.

✓ —The next annual meeting of the North-Western Ohio Teachers' Association will be held at Ada, December 28th and 29th. The last meeting of this association was a very successful one, and we have no doubt this one will equal it. We hope all the brethren in the North-west are sound on the recess question by this time. In any event, we wish them a profitable and happy time at Ada. Dr. Ellis, of Sandusky, is the president.

—The Wayne County Teachers' Association met at Wooster during the last week in October. Superintendent M. Manly, of Galion, and Drs. Kirkwood and Stoddard, of Wooster University, were the instructors. "A very profitable Institute," is the verdict of the two hundred teachers in attendance. B. F. Hoover, President; Ora Harper, Secretary; A. E. Winter, W. S. Eversole, E. F. Warner, Executive Committee, are the officers for next year. The Association will meet at same time and place in 1884. A reading circle was formed and the MONTHLY kindly remembered. H.

✓ —The Columbiana County Institute was held at Salem, the week beginning Nov. 5. The instructors were Samuel Findley, of Akron, and Mrs. Kate Ford, of Detroit. Mr. Geo. A. Robertson, of Cleveland, read a very interesting paper giving a "Glimpse of Some Modern Authors." E. A. Jones, of Massillon, represented the interests of the O. T. R. C. Arrangements were made for having a county organization, with G. N. Carruthers as President. The attendance at the sessions of the Institute was good. One hundred and six teachers were enrolled. Much interest was manifested in the work, and all who were present seemed to think the meeting one of the best held for some years. The following officers were elected for the ensuing year: President, G. W. Henry; Vice President, W. L. Thompson; Secretary, Mattie Courtney; Executive Committee, W. H. Van Fossan, J. L. McDonald, J. F. McQueen. E. M. S.

—A portion of the executive committee of the Ohio Teachers' Association met with the executive committee of the Pennsylvania Association, at Meadville, Pa., Nov. 14, to arrange for a joint meeting of the two associations, as proposed at Chautauqua last summer. Superintendent R. McMillan, of Youngstown, O., was chosen Chairman, and Thomas M. Balliet, Superintendent of Carbon County, Pa., acted as Secretary. There were present, besides those mentioned, C. F. Chamberlaine, of Crawford County, Pa.; W. S. Jones, Superintendent of the city of Erie, Pa.; S. Transeam, Superintendent of Williamsport, Pa.; Superintendent E. F. Moulton, of Warren, Ohio, and Supervisor L. W. Day, of Cleveland, O. Considerable progress was made toward preparing the program of the Pennsylvania meeting, and it will be completed at a future meeting of the committee. The Ohio members present will report to a full meeting of their committee in December, and recommend that the Ohio association meet at Lake Chautauqua with the Pennsylvania association next July.

—The Ottawa County Teachers' Association will meet at Genoa, O., Friday and Saturday, Dec. 14 and 15, 1883. The following program has been prepared:

Friday, 7. P. M.—Address, "Duties of the Teacher," by W. W. Montgomery, Locust Point. Discussion by Alfred Nagle, Oak Harbor.

Saturday, 9:30 A. M.—"Primary Teaching," by Miss Retta Rice, Oak Harbor. Discussion of the above. Address by M. A. Casey, Superintendent of Oak Harbor schools. Questions for discussion—"What are some things necessary to be taught beyond the Text Book? "Is the plan of memorizing rules before applying them a good one?"

1:30 P. M.—Paper, by W. H. Reed, Oak Harbor. Address, by John McConkie, Superintendent of the Port Clinton schools. Discussion, "What are the most essential qualities of a good answer in a recitation?"

7 P. M.—Discussion, "How would you plan a model country school house? Address, by L. D. Bonebrake, Superintendent of Elmore Schools.

—We give place to the following report of the Mercer County institute, though it comes rather late:

The twenty-fifth annual session of the Mercer County Institute was held at Celina, commencing on the 20th day of August, 1883, and continuing one week. The membership was 108. Twelve of the fourteen townships were represented. C. L. Loos, Jr., of Dayton, was the chief instructor, assisted by W.

F. McDaniel, W. S. Kennedy, L. N. Wagner, J. L. Weis, and B. M. Clenden-
ing, of Mercer County. The officers are T. J. Godfrey, President; W. F. Mc-
Daniel, Vice President; Mrs. Mary E. Touvelle, Recording Secretary; H. C.
Fox, Corresponding Secretary and Treasurer; H. C. Fox, Mrs. Laura B.
Callen and S. Cotterman Executive Committee; President of Township Associ-
ation, B. M. Clendening, with a vice president from each township. The in-
stitute is out of debt, and has \$65.55 in the treasury. The next will be a ses-
sion of two weeks, in August, 1884. C. L. Loos, Jr., of Dayton, and R. Heber
Holbrook, of Lebanon, will be instructors. T. J. GODFREY.

—A case of interest to the profession was recently tried in the Wayne
County Court of Common Pleas.

In September, one of the oldest teachers in the county applied for a certifi-
cate of qualification to teach. The examiners, Superintendent W. S. Eversole,
Superintendent E. F. Warner and Mr. B. C. Smith, refused to grant him a
certificate, finding that, while he was well qualified to teach the required
branches of study, he was a man of immoral character. The rejected appli-
cant applied to the Court of Common Pleas for a *writ of mandamus* compelling
the examiners to issue a certificate. Judge C. C. Parsons, after hearing the
argument of attorneys on both sides, overruled the motion. He held that ex-
aminers could be compelled by *mandamus* to perform their *ministerial* duties,
such as examining manuscripts submitted, or issuing a certificate when an ap-
plicant is in all respects qualified, but that they can not be compelled to act
contrary to their judgment.

The plaintiff's attorneys then asked the Court to examine the evidence by
which the examiners arrived at their conclusion in regard to the applicant's
moral character. The Judge overruled this motion also, on the ground that the
Courts have no jurisdiction over the action of school examiners in the exercise
of the discretion given them by our statutes.

The trial of the case occupied a full day and attracted considerable atten-
tion. The Prosecuting Attorney, John McSweeney, Jr., was *ex officio* counsel
for the examiners.

With a sufficient regard for the moral interests of society and a proper re-
spect for their own oath of office, examiners must refuse to grant certificates to
persons of immoral character, whatever their education may be. Their duty
is plain, and the law protects them in the exercise of their discretion.

E. W. S.

The "Delaware County Teachers' Reading Circle" was organized December,
1882, with a membership of fifty-two. Once on its feet, it moved forward with
a good deal of energy, under the leadership of Mrs. D. L. Williams, convening
every third Saturday and remaining in session two hours at each meeting.
The studies pursued were "Quick's Essays on Educational Reformers," and
Longfellow's Hyperion and the following poems: "Evangeline," "The Court-
ship of Miles Standish," "Tales of the Wayside Inn," "The Children of the
Lord's Supper," and a number of the translations and shorter poems. The
study of each and all of these afforded the circle both pleasure and profit, and
the present year opened up with very nearly all the first year's members and
more than as many new ones.

This year we voted ourselves a part of the "Ohio Teachers' Reading Club,"

with U. S. History to the Revolution, Pestalozzi and Lowell as our course of study. These Readings are already in favor with our best and most enterprising teachers, but we do not confine ourselves to teachers. We find it quite pleasant to have other literary people come in. We have the sympathy and, to some extent, the co-operation of our teachers and superintendents throughout the county, and we hope to interest yet more. We have had valuable assistance from both Dr. and Mrs. Williams, and are blessed with a number of good and willing workers. We hope to give you even more cheering accounts before the year is up.

HANNAH M. PEIRCE, Cor, Sec.

BOOKS AND MAGAZINES.

The Revised Edition of Maury's Physical Geography (Shorter Course), published by the University Publishing Company, New York, is a very attractive book. The earth in its general features, the land, the water, the atmosphere, vegetable and animal life, are all treated in a style to please and interest the pupil and the general reader. It has twenty-five pages of colored maps and numerous instructive and beautiful illustrations. Its form (imperial 8 vo.) is more convenient than most text-books on the same subject. It is our belief that high-school teachers will find this a very desirable text-book.

A new edition of *White's Arithmetics* has just been issued by Van Antwerp, Bragg & Co., of Cincinnati. As first published about thirteen years ago, the series comprised three books. The new edition is a two-book series, the first book covering the ground of the first and second books of the old series, and forming an admirable SHORT COURSE IN ARITHMETIC, sufficient for the great majority of pupils. It is just such a book as we have long wished to see.

The most important change made in the Complete Arithmetic is a large increase in the number of practical problems.

The union of oral and written exercises, an excellent feature of the old series, is retained in the new. We have used White's Arithmetics in our school work for more than ten years, and we have no hesitation in saying that those who seek the best need look no further.

The same publishers have recently issued a new edition of the *Eclectic Geographies*, also a two-book series. They are unsurpassed in excellence, beauty and adaptation.

The English Grammar of William Cobbett, first published in London, in 1818, has been carefully revised and annotated by Alfred Ayres, author of "The Orthoepist," "The Verbalist," etc., and published by D. Appleton & Co., New York. It is a "readable grammar," consisting of a series of letters written by the author to his son James. Its expositions of the English language are simple and lucid. Richard Grant White says of it, "I know it well, and have read it with great admiration."

Brown's Handbook of Dates, arranged both alphabetically and chronologically, published by A. Lovell & Co., New York, is a valuable little book of reference. It contains the names of all the more important persons, places and events in the world's history.

Cornelius Nepos, for sight-reading in schools and colleges; with exercises for translation into Latin, index of proper names, and a preface containing suggestions for students reading at sight, by Thomas B. Lindsay, Ph. D., assistant professor of Latin in the Boston University, is also published by D. Appleton & Co., New York.

Thos. P. Ballard, 41 S. High st., Columbus, O., agent for Ginn, Heath & Co., Boston, sends us two volumes of "*Classics for Children*;" viz., *Robinson Crusoe*, and *Merchant of Venice*. The former is edited for the use of schools, by W. H. Lambert, Superintendent of Schools, Malden, Mass.; the latter, by Rev. Henry N. Hudson, LL. D., and contains the editor's life of Shakespeare, and an analysis and description of the play, from Charles and Mary Lamb's "*Tales of Shakespeare*." These books are good supplementary reading for schools and homes.

We have also, from Ginn, Heath & Co., *Modern French Readings*, edited by William I Knapp, Street Professor of Modern Languages in Yale College. It consists of selections in French from Francois Guizot, Alexander Dumas, Alphonse Daudet, Victor Hugo, and others, and is designed to furnish the student with suitable matter for becoming acquainted with the current language of France.

A Handbook of English Authors, by Oscar Fay Adams, published by Houghton, Mifflin & Co., Boston, is a very convenient book for every-day use. It contains 160 pages, and retails for 75 cents. The names of authors are arranged alphabetically, each followed by date of birth and death, brief characterization, principal works, and publishers. We give one example:

ARNOLD, THOMAS. 1795—1842. Head Master of Rugby. Author Hist. Rome and Lect. on Modern Hist. He exercised a great and beneficial influence upon the minds of the young Englishmen of his time. See Life and Correspondence of Arnold, by A. P. Stanley, and Hughes's School Days at Rugby. Pub. Appleton.

American authors are not included.

Literature for Beginners, by Harriet B. Swineford, Teacher of Literature in the State Normal School, Lock Haven, Pa., contains biographies of the most prominent English and American authors, with extracts from their writings, gems of thought, birth-days of authors, pseudonyms, contemporaneous writers, and a list of poets-laureate of England, from Edmund Spenser, in 1591, to Alfred Tennyson, in 1850. Published by E. L. Raub & Co., Lock Haven, Pa.

Another and similar book is *Short Studies in Literature, English and American*. A Manual of Literary Culture, Poetical Gems, and Familiar Quotations. For the use of Common schools, Intermediate schools, and Grammar schools. By A. P. Southwick, A. M., author of the Dime Series of Question Books. Philadelphia: Eldredge & Bro. Price, 60 cents. To teachers, for examination, 45 cents.

Natural Philosophy. By Isaac Sharpless, Sc. D., Professor of Mathematics and Astronomy, Haverford College, and G. M. Philips, A. M., Principal of State Normal School, West Chester, Pa. Philadelphia: J. B. Lippincott & Co. 1884.

The aim of the Authors is to give a practical knowledge of the subject by

means of simple language and a large number of practical experiments, most of which can be performed without expensive apparatus.

A very popular text-book, and one very widely used, is *Olney's Elementary Geometry*. A new edition has just been issued by the publishers, Sheldon and Company, New York.

The Handy Book of Object Lessons: from a Teacher's Note Book. By J. Walker. Philadelphia: J. B. Lippincott & Co. 1884.

The Matter and Method of a large variety of object lessons are presented in parallel columns. Teachers who have difficulty in finding sufficient and suitably materials for such lessons, will find their wants met here.

A Short Course in Chemistry, Based on the Experimental Methods. By Thomas R. Baker, Ph. D., Professor of Physics and Chemistry, State Normal School, Millersville, Pa. Lancaster, Pa.: Normal Publishing Company.

The leading facts and principles of the subject are presented in 150 pages, designed for beginners.

A Text-Book on Physics. A Short and Complete Course, Based on the Larger Work of Ganot. By Henry Kiddle, A. M., Late Superintendent of Schools, New York City.

In compiling this work from the larger work of Ganot, the editor has aimed at clearness and conciseness in stating the elementary definitions and principles, yet adhering, as far as practicable, to the text of the larger work, with a view to the production of an elementary manual which might be conveniently used as an introduction to the larger work, and yet complete in itself.

A Text-Book of Inorganic Chemistry. By Prof. Victor Von Richter, University of Breslau. Authorized Translation of Third German Edition, by Edgar F. Smith, A. M., Ph. D., Professor of Chemistry in Wittenberg College, Springfield, O. Philadelphia: P. Blakiston, Son & Co. 1883.

The great popularity of Prof. Von Richter's chemistry abroad has induced the translator to prepare this edition for American students. The author pursues the inductive method in his treatment of the subject, keeping fact and theory in close relation, all theory resting upon experiment as its basis.

The Hoosier School-Boy. By Edward Eggleston. Illustrated. New York. Charles Scribner's Sons.

The author of the *Hoosier Schoolmaster* and the *Circuit Rider* gives in this book some very life-like sketches of pioneer boy life in the West. The story depicts vividly the obstacles and difficulties met by an aspiring youth in obtaining an education. The hero of the story surmounts them all by his integrity and force of character.

We are indebted to James M. Sawin, Principal of the Point St. Grammar School, Providence, R. I., for a copy of the *Catalog of Point St. Grammar School Library*. It contains a catalog of books for pupils, and another for teachers, together with notes on children's books, gems of thought about books, and rules and directions for the use of the library. Mr. Sawin seems to have reached the practical solution of one of the most important educational problems of the day.

Libraries and Schools, Papers selected by Samuel S Green, Librarian of the Free Public Library, Worcester, Mass, and *Libraries and Readers*, by William E. Foster, Librarian of the Providence Public Library, both published by F. Leypoldt, New York, are two little books of special interest just now to all who are concerned in the matter of good reading for young and old. Every teacher should have them both.

Robert Clark & Co., Cincinnati, have published *A Practical Guide to Weather Changes*, by S. S. Bassler, of the *Commercial Gazette*. It is an illustrated pamphlet. Price, 25 cents.

MAGAZINES.

(For club rates see Teachers' Club List in advertising department.)

The Popular Science Monthly, conducted by E. L. and W. J. Youmans. New York: D. Appleton & Co. Yearly subscription, \$5.00.

The Century Illustrated Monthly Magazine. New York: The Century Company. Yearly subscription, \$4.00.

The North American Review. Edited by Allen Thorndike Rice. 30 Lafayette Place, New York. Yearly subscription, \$5.00

The Atlantic Monthly. Devoted to Literature, Science, Art, and Politics. Boston: Houghton, Mifflin & Co. Yearly subscription, \$4.00.

The Princeton Review. Edited by Jonas M. Libbey. Bi-monthly. 2 Nassau St., New York. Yearly subscription, \$3.00.

Education. An International Magazine. Devoted to the Science, Art, Philosophy and Literature of Education. Thomas W. Bicknell, conductor. Bi-monthly. Boston: New England Publishing Co. Yearly Subscription, \$4.00.

St. Nicholas. An Illustrated Magazine for Young Folks. Conducted by Mary Mapes Dodge. New York: The Century Co. Yearly subscription, \$3.00.

The Youth's Companion. Weekly. Boston: Perry Mason & Co. Yearly subscription, \$1.75.

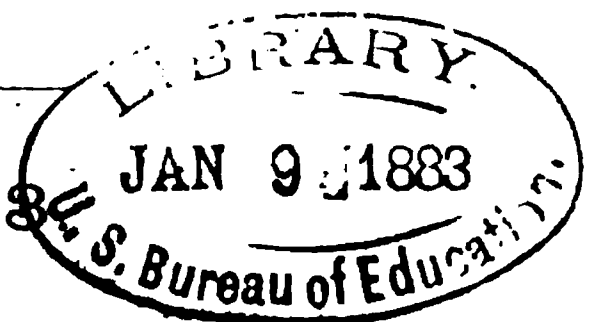
The Week's Current is a new venture by E. O. Vaile, Editor of *The Schoolmaster*, Chicago. Its main feature is a careful sifting of the news of the week, for school use. It is just the thing for supplementary reading in upper grades. Its use could scarcely fail to quicken the interest and intelligence of pupils in the current affairs of the world. See advertisement elsewhere.

The Twelfth Annual Report of the Commissioner of Education, covering the year 1881, is just issued. From it we glean the following:

There are sixteen different school ages in the United States, the longest being from 4 to 21, the shortest from 8 to 14. The total school population for 1881 is 15,879,506, the total enrollment in public schools 9,860,333 and the average daily attendance 5,664,356. Four States, one Territory, and the Creeks of Indian Territory do not report the last item.

—THE OHIO—
EDUCATIONAL MONTHLY
—AND—
NATIONAL TEACHER.

JANUARY, 1883



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TERMS:

\$1.50 a Year. Four or more Copies at \$1.35 a Copy.

SAMUEL FINDLEY, Publisher,
AKRON, OHIO.

Beacon Publishing Co. Printers, Akron, O.

Entered as second class matter at the Post Office, Akron, Ohio.

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